REPORT RESUMES

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GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION THROUGH TEACHER EDUCATION. PROJECT REPORT NO. 6.

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THE 1967 NATIONAL SEMINAR IN DISTRIBUTIVE EDUCATION CONSIDERED TWO MAJOR PROBLEMS--(1) IMPLICATIONS FOR TEACHER EDUCATION IN USING THE PROJECT METHOD IN DISTRIBUTIVE EDUCATION, AND (2) IMPLEMENTATION OF CURRICULUM CHANGES INVOLVING THE PROJECT METHOD OF TRAINING DISTRIBUTIVE EDUCATION STUDENTS. THIS REPORT ON IMPLICATIONS FOR TEACHER EDUCATION COVERS THE TOPICS--(1) COMPETENCIES AND EXPERIENCES NEEDED BY PROJECT TRAINING TEACHERS, (2) INSERVICE TEACHER EDUCATION, (3) EXPERIENCES PROVIDED FOR THE TEACHER TRAINEES, (4) ANCILLARY SERVICES, RESEARCH AND MATERIALS DEVELOPMENT, AND (5) RESOURCES NEEDED BY THE TEACHER EDUCATION INSTITUTION. SINCE EACH TOPIC WAS EXAMINED BY TWO TASK FORCES, THE REPORTS OF BOTH ARE INCLUDED. EACH CONTAINS A SUMMARY, KEY POINTS, IMPLICATIONS FOR DEVELOPMENT, AND REFERENCES. "GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION IN THE SCHOOLS" (VT 005 557) CONTAINS THE REPORTS OF TASK FORCES THAT CONSIDERED THE SECOND PROBLEM. (MM)

RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education

Project Report No. 6

Department of Secondary Education
and Curriculum
College of Education
Michigan State University
East Lansing, Michigan
April 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

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Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education

Project Report No. 6

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Department of Secondary Education
and Curriculum
College of Education
Michigan State University
East Lansing, Michigan
April 1968

A series of publications resulted from the 1967 National Seminar on Distributive Teacher Education. The titles, including this report are:

1. READINGS IN DISTRIBUTIVE EDUCATION: THE PROJECT METHOD
2. GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION THROUGH TEACHER EDUCATION
3. GUIDELINES FOR IMPLEMENTING THE PROJECT PLAN OF INSTRUCTION IN DISTRIBUTIVE EDUCATION IN THE SCHOOLS

Other publications dealing with Distributive Education are:

1. A PILOT PROGRAM COMPARING COOPERATIVE AND PROJECT METHODS OF TEACHING DISTRIBUTIVE EDUCATION
2. A SELECTED AND ANNOTATED BIBLIOGRAPHY RELATED TO COOPERATIVE AND PROJECT METHODS IN DISTRIBUTIVE EDUCATION
3. A COMPARISON OF THE EFFECTIVENESS OF THE PROJECT AND COOPERATIVE METHODS OF INSTRUCTION ON SELECTED COMPETENCIES IN DISTRIBUTIVE EDUCATION AT THE SECONDARY LEVEL

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PREFACE

Michigan State University and Arizona State University joined in a consortium to sponsor a week-long national seminar in Distributive Education during May 1967. The seminar for teacher educators emphasized an in-depth study of the project plan of instruction. The participants were organized into a series of task forces to:

1. provide a vehicle for their discussion of presentations,
2. provide the opportunity to see implications of the seminar,
3. develop guidelines for implementing the project plan.

Task forces considered two major problems, (1) implications for teacher education in the use of the project method in Distributive Education, and (2) implementation of curriculum changes involving the project method of teaching distributive students. Reports of task forces considering these two problems are in two publications, *Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education*, and *Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools*.

Because the seminar operated in two sections, each topic was examined by two task forces. Therefore, in this document, there are two reports on each topic. These reports represent not only a great amount of time on the part of each participant, but also are fine examples of the leadership provided by the task force leaders and the senior staff of the seminar. The directors of the seminar recognize and appreciate the professional contributions made by the following leaders:

Task Force Leaders:

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Seminar Director: Dr. Peter G. Haines
Associate Director: Kenneth L. Rowe
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TOPIC T-1

COMPETENCIES AND EXPERIENCES NEEDED BY PROJECT TRAINING TEACHERS

TASK FORCE #1

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Leonard Maiden
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Fairchild Carter, Leader

I. Summary

Successful teaching reflects a well-balanced teacher education program. For the laboratory project teacher such a program might be described as one providing for the development of competencies and experiences in several distinct areas.

Leadership for pre-service and in-service programs is the responsibility of the teacher educator. He should utilize the resources available for their development including business, professional, student and personal involvement.

Teacher education for laboratory project teachers probably should not differ from the traditional programs which have been developed for teacher-coordinators in areas so much as in emphasis. The same key areas will need to be retained, but extension of methodology, technical and educational content, occupational experience, and desirable personal characteristics are mandated as project laboratories are developed to serve the high school, post high school, and adult audiences.

The involvement of more diversified audiences of students will require general and professional education which will enable the project teacher to develop competencies and personal abilities to serve these groups. By the same token, technical content and occupational experience will need to be both broad and deep to insure the teacher of the confidence and ability he needs to provide for an expandable scope of learning activities and outcomes.

II. Key Points

A. The project laboratory teacher needs pre-service and in-service professional education and experiences in a broad spectrum.

B. Specific educational preparation within the framework of the marketing discipline is a must for the project laboratory teacher.

C. General education is a component of the competencies and experiences needed by project training teachers.

D. Practical distributive occupational experience is a necessity for the project laboratory teacher.

E. Personal qualities necessary for successful teaching in any educational endeavor are especially important in the project laboratory teacher of distributive education.

III. Development of Key Points

A. The project laboratory teacher needs pre-service and in-service professional education and experiences in a broad spectrum.

The project laboratory teacher has responsibility for the total program of distributive education. This will require that teacher education provide pre-service and in-service instruction and experiences in professional courses and supervised activities which will contribute to the effectiveness of the teacher in carrying out the total program. This can be accomplished through classroom instruction, observation, practice, participation in activities, directed teaching, etc.

B. Specific educational preparation within the framework of the marketing discipline is a must for the project laboratory teacher.

Knowledge in depth of subject matter areas such as marketing principles, management, sales promotion, finance and other related content serves as a benchmark from which program development, student understanding, and project laboratory teacher success can be evaluated.

For example: the technical understanding that a project laboratory teacher has in the subject matter area of "sales promotion" may show a direct relationship to project development in this area. As a result, objectives, content, methods, and levels of student understanding and evaluation as critical parts of the project method will be directly influenced by the project laboratory teacher's own technical understanding and ability to tie these factors together into a meaningful project.

C. General education is a component of the competencies and experiences needed by project training teachers.

Formal general education on the collegiate level is required for the development of a competent project laboratory teacher as well as any other teacher. This program would include the same basic programs as those which are provided for all college matriculants with the additional stipulation that they always include, and when possible emphasize the areas of communication, psychology, economics, sociology, and other people-oriented disciplines.

D. Practical distributive occupational experience is a necessity for the project laboratory teacher.

Competencies and experiences needed by the project laboratory teachers should include the proficiencies acquired through practical experience in a distributive occupation. The length of practical experience need not be specified in exact number of hours but should be of such depth as to provide the necessary knowledge to become proficient in guiding the development of project laboratory experiences. Any occupational experience may be helpful but it should not be used in lieu of the practical distributive occupational experience.

Customer buying motives, goods and services available for the market, and sales techniques change through time; therefore, teacher-educators as well as teacher-coordinators should periodically update their occupational experiences to meet the current needs. It is impossible for the teacher-educator and the teacher coordinator to acquire all the varied practical occupational experiences to be desired but these varieties should be as many as to meet the needs of the students with whom he is working.

E. Personal qualities necessary for successful teaching in any educational endeavor are especially important in the project laboratory teacher of distributive education.

Emotional stability on the part of the classroom teacher is conducive to a climate for learning. Compatible with emotional stability is the level of maturity possessed by the teacher-coordinator. This evidences itself in the thoroughness with which the teacher plans with the student, executes these plans, and evaluates the results. In the gamut of teacher-pupil relations is the element of empathy: the ability to project oneself into the student's problem.

A successful teacher-coordinator is creative and innovative. These characteristics are inborn to a degree but can be developed by the amount of exposure to creative and innovative examples in the teacher education program.

To expect good results from the project student, the teacher must evidence initiative, possess vision, and have the introspect necessary for self-evaluation.

IV. Implications for Development

The emerging program of teacher education for laboratory project teachers will require greater and different demands on the teacher educator than exists in the current situation. He will need to orient his program to provide ample experiences for teachers so they will be better prepared to serve the expanding audiences deserving education for distribution.

He should consider the possibility of renewed occupational experiences and updating of his own technical information and an examination of his own technical information and an examination of his pattern of personal behavior and relationships.

He should be informed about the sources and utilization of the most up-to-date equipment, library information and other resource materials.

Teacher education programs should be adequately staffed to provide leadership in in-service programs on an individual and group basis as well as serve the pre-service programs.

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TOPIC T-1

COMPETENCIES AND EXPERIENCES NEEDED BY PROJECT TRAINING TEACHERS

TASK FORCE #2

Frank Ferguson	Harold Wallace
John Madsen	H. N. Towry
William Syhlman	Lucy C. Crawford, Leader

I. Summary

Since the distributive education project teacher and the cooperative teacher-coordinator are frequently one and the same person, the project teacher should have the competencies of the cooperative teacher coordinator and should have, in addition, those competencies needed to perform the tasks that are unique to the project plan. Only the competencies uniquely identified with the project plan are included in this report.

Thirteen major competencies were identified. They were concerned with the project teacher's knowledge, understanding, skills, and attitudes in relation to curriculum, methods and techniques, terminology, counseling and follow-up, coordination of projects and/or participating experiences, organizational patterns, design and equipment of distributive education laboratories, occupational and technical qualifications of the project teacher coordinator, philosophical concepts underlying the project method, and public relations.

In order to develop these competencies, the teacher education program will have to provide appropriate learning experiences for both the prospective project teacher and the teacher-coordinator in-service. A few of the experiences considered essential by the task force were: (1) student teaching that includes the project plan, (2) direct occupational experience, (3) exercises in developing projects according to the elements listed by Samson (Samson 1966).

II. Key Points

A. Ability to design and produce effective curricula for project training programs.

B. Skill in using methods and techniques of instruction which are particularly applicable in project training situations.

C. Necessary communication skills for effective involvement with students, administrators, faculty and the business community.

D. An understanding of the terminology which is necessary for carrying out the objectives of the project plan.

E. Ability to construct follow-up studies to determine success of project instruction.

F. Ability to counsel students regarding the ease with which they may enter into the cooperative plan.

G. An understanding of ways of coordinating classroom learnings with out-of-class learning activities designed to accomplish stated objectives.

H. Ability to work cooperatively with the principal in designing the organizational pattern best suited to the needs of the local high school.

I. Ability to design and equip a laboratory for the preparation of non-cooperative students.

J. Broader and deeper occupational understandings and experiences.

K. An understanding of the philosophical foundation underlying the project plan. He should periodically review this philosophy.

L. Ability to maintain good public relations with other teachers, the administration, the employer, and the community.

M. Ability to plan, direct and evaluate various participating experiences which focus on activities of distributive occupations and decision-making situations in distribution.

III. Development of Key Points

The project teacher should have the following competencies:

A. Ability to design and produce effective curricula for project training programs.

1. Rationale

Since the content of the instructional program remains essentially the same in both project and cooperative plans, the required change is assumed to be in fully acquainting the prospective project teacher-coordinator with his responsibility for developing curriculums to fill the gap in instruction formerly provided in the employment situation under the training sponsor.

Project instruction will require increased attention to job analysis, consultation with businessmen, and other means of designing curriculum content in terms of actual requirements for careers in distribution.

Examples:

The teacher education program should help develop the ability to:

1. Select and utilize project source materials.
2. Adjust the instructional program to fit new environmental and time conditions required by the project method.

B. Skill in using methods and techniques of instruction which are particularly applicable in project training situations.

1. Rationale

It is assumed that without the advantage of on-the-job training it will be necessary to find ways of simulating these experiences. Therefore, methods of providing participating experiences will be essential for coordinators of project students.

Examples:

1. Provision shall be made in student teaching for the prospective coordinator to work with students, using the project method.

2. Opportunities should be provided for prospective project teacher-coordinators to observe experienced distributive education personnel.

C. Necessary communication skills for effective involvement with students, administrators, faculty and the business community.

1. Rationale

The project teacher-coordinator must be able to organize and develop new curriculums; must be able to explain the plan to students; and must be able to explain the project method and plan to counselors.

Examples:

1. The project teacher-coordinator will explain the concepts of the project plan to the superintendent in order to request an additional distributive education teacher-coordinator for his school.

2. The project teacher-coordinator will explain the project plan for the guidance counselor in order to gain acceptance of the plan for selection of students.

D. An understanding of the terminology which is necessary for carrying out the objectives of the project plan.

1. Rationale

The project teacher-coordinator needs a command of terminology concerning project training for effective organization and administration.

Examples:

1. The project teacher-coordinator must differentiate between the cooperative student and the project student.

2. The project teacher-coordinator must be able to clearly define a project.

E. Ability to construct follow-up studies to determine success of project instruction.

1. Rationale

To determine the effectiveness of the project plan the project teacher-coordinator should do follow-up studies to determine what learning experiences were most helpful, which experiences were less helpful, and what learning experiences the student and/or employer would like to see incorporated in the laboratory training. By analyzing this information, the teacher-coordinator can revise and implement his laboratory projects.

Examples:

1. Project teacher-coordinators may survey the graduates from the project class to determine if they are able to apply their learnings at their place of work.

2. A study could be undertaken to compare the effectiveness of the project method with the cooperative method in terms of salary, promotions, etc.

F. Ability to counsel students regarding the ease with which they may enter into the cooperative plan.

1. Rationale

Project teacher-coordinators and guidance personnel need to recognize and select individuals showing need of distributive education and provide students information important to their career objectives.

Examples:

1. The project teacher-coordinator explains to students that they can begin preparatory training in the project plan and then either continue the training under the cooperative plan or under the project plan.

2. A student who seems to have the potential ability to enter a distributive occupation, but who is at the moment too immature, is advised to take two years of project training.

G. An understanding of ways of coordinating classroom learnings with out-of-class learning activities designed to accomplish stated objectives.

1. Rationale

Just as the cooperative teacher-coordinator works with a training sponsor, the personnel director, the store manager, other teachers, the principal, parents and others concerned with career development of the cooperative student, the project teacher-coordinator works with all appropriate agencies to assure the application of learnings in the classroom in realistic or simulated experiences.

Examples:

1. A student is developing a career manual. The project teacher-coordinator assists the student in setting up interviews with businessmen, with arranging for the student to leave the school grounds, etc.

2. To apply the principles of color, line and design, students are given the opportunity to judge three windows. The project teacher-coordinator gets permission from three firms for their windows to be judged and arranges for two or three specialists to judge these windows. He may also make slides of the windows to use in the follow-up discussions.

H. Ability to work cooperatively with the principal in designing the organizational pattern best suited to the needs of the local school.

1. Rationale

Since it is generally agreed that flexibility is a key to success of project training, the project teacher-coordinator should understand the various organizational patterns in which the project plan can function and be able to discuss these possibilities with the principal so that one or more patterns may be tailored for the local school.

Examples:

1. In school A there is an established cooperative program for 12th grade students (1 year). The project plan may be established for 10th, 11th, and 12th grade students. Twelfth grade students may take distributive education coop or distributive education project.

2. In school B there are very limited placements in distributive businesses. The project plan will be offered as distributive education I (11th grade) and distributive education II (12th grade). No cooperative plan will be offered until the shopping center is completed.

I. Ability to design and equip a laboratory for the preparation of non-cooperative students.

1. Rationale

Since many learning experiences for project students will have to be provided in the school environment, it is essential that project teacher-coordinators know how to locate and select equipment for laboratories in which appropriate activities will take place.

Examples:

1. The project teacher-coordinator will become familiar with resources for laboratory equipment.
2. The project teacher-coordinator will become familiar with various laboratory designs by examining pictures of laboratories now in use, visiting school and teacher education laboratories and consulting with other teachers.

J. Broader and deeper occupational understandings and experiences.

1. Rationale

Under the project method the project teacher-coordinator does not have the advantage of training sponsors to serve as technical specialists as he does under the cooperative method. Consequently, the project teacher-coordinator is faced with the problem of providing for specific job learnings in a wide variety of distributive businesses.

Examples:

1. The distributive teacher education curriculum includes courses in salesmanship, advertising, display, store operation, merchandising, etc., in addition to courses that consider only the principles of economics and marketing.
2. The distributive teacher education curriculum provides directed occupational experiences as a part of its curriculum.

K. An understanding of the philosophical foundation underlying the project plan. He should periodically review this philosophy.

1. Rationale

The project teacher-coordinator must understand the rationale for project training and must be able to implement his philosophy into positive action.

Examples:

1. The project teacher-coordinator understands that the objective of the cooperative plan and the project plan are the same; that it is only the method that is different.

2. The project teacher-coordinator understands that out-of-class activities are designed to develop the competencies that might otherwise be developed in on-the-job learning activities.

L. Ability to maintain good public relations among the teachers, the principal, parents and the community.

1. Rationale

The success of training under the project method or the cooperative method will depend to a large degree on the public relations among the personnel involved. This is particularly true of any new method such as the project method.

Examples:

1. Give parents an orientation concerning the project plan and its contribution to student growth.

2. Explain to employers that the student who has been trained under the project plan will have gained many occupational competencies.

M. Ability to plan, direct and evaluate various participating experiences which focus on activities of distributive occupations and decision-making situations in distribution.

1. Rationale

With project instruction it is essential that learning activities be oriented to the situation at hand. (Antrim, 1967) Therefore, development of materials for instruction and ideas for learning activities must be an important aspect of the project teacher-coordinator's assignment, since published materials could never be expected to fill this need.

Examples:

1. A project appropriate for Phoenix might involve the study of the demand for air conditioning in automobiles, while in Milwaukee a comparable project would be concerned with the demand for cheese.

2. To implement a suggested display project the project teacher-coordinator makes appropriate arrangements with a local store display manager for technical assistance and instructional materials.

IV. Implications of Task Force Report

Every facet of the distributive teacher education program should be re-examined to be certain that the curriculum reflects the changing concepts in distributive education and that adequate staff and facilities are provided.

1. More time in the curriculum is needed for instruction in philosophy, organization and administration, and methods.

2. Learning experiences must be included to develop identified competencies peculiar to the project plan.

3. Student teaching experiences must be planned to include procedures and techniques for handling the project plan.

4. Laboratory facilities should be included in the teacher education program.

5. The increased demand for teacher-coordinators makes it essential for distributive teacher education to include a provision for directed occupational experience.

6. There will be a greater need for educational resources in teacher education: more money for instruction, more space and equipment, library materials, and modern instructional devices.

7. A larger staff of distributive teacher educators will be needed to carry out the functions of teaching, service, and research.

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TOPIC T-2

IN-SERVICE TEACHER EDUCATION

TASK FORCE #1

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Donald Mayleben
William Sassaman
Gail Trapnell, Leader

I. Summary

Like other dynamic fields in education, distributive education has experienced progress and growth over the last decade. Each year brought more programs, expanded curricula, a greater variety of educational efforts, and, it is hoped, greater satisfaction to those served. The continuation of growth and the maximizing of satisfaction necessitates a keener awareness of all pertinent aspects of teaching methods in distributive education.

The job in distributive education in the high school, post-high school institutions, and adult education programs should include the total complex of counseling the student in his selection of an occupation, for it, entering it, and succeeding in it. It is essential that distributive teacher-coordinators recognize the types of participating experiences that are most effective in preparing students for entry employment and advancement in their chosen distributive vocation.

The degree of success and effectiveness achieved in the implementation of the project approach to distributive education is predicated on the teacher-coordinator's understanding of this approach and its various ramifications. Such an understanding can only be achieved through a continuous program of in-service teacher education including workshops, conferences, seminars, written communications, individual training, and institutional courses.

The major emphasis for this in-service teacher education program should be the development of a philosophy of a total program concept. Only through the development of this concept can the proper orientation to the project approach be achieved. This orientation must include the development of educational objectives, distributive competencies, and learning levels, the understanding of which is basic to the orderly planning and control of learning experiences.

II. Key Points

A. To understand the essentials of the project training, a proper orientation is necessary.

B. To put project training in its proper perspective, a total program concept of distributive education is necessary.

C. The essentials of project development for the in-service orientation program should include the development of educational objectives, distributive competencies, and learning levels.

D. A step-by-step presentation of a model project is necessary.

III. Development of Key Points

A. To understand the essentials of project training, a proper orientation is necessary.

1. Rationale

A proper orientation to project training is necessary for the development of the body of knowledge, ideas, and understandings requisite for the effective initiation and implementation of this type of program.

Example:

The illustration presented here is a model for an in-service orientation program. (Week's duration, six hours per day).

3 Hours			3 Hours	
I	Introduction Total DE Program Concept	L	II	Orientation to Project Development Presentation of Model Project
III	Analyzing of Model Project	U	IV	Continuation
V	Review of Analysis	N	VI	Development of Project by Groups
VII	Continuation	C	VIII	Continuation
IX	Group Presentations Review and Critique	H	X	Evaluation and Summary

B. To put project training in its proper perspective, a total program concept of distributive education is necessary.

1. Rationale

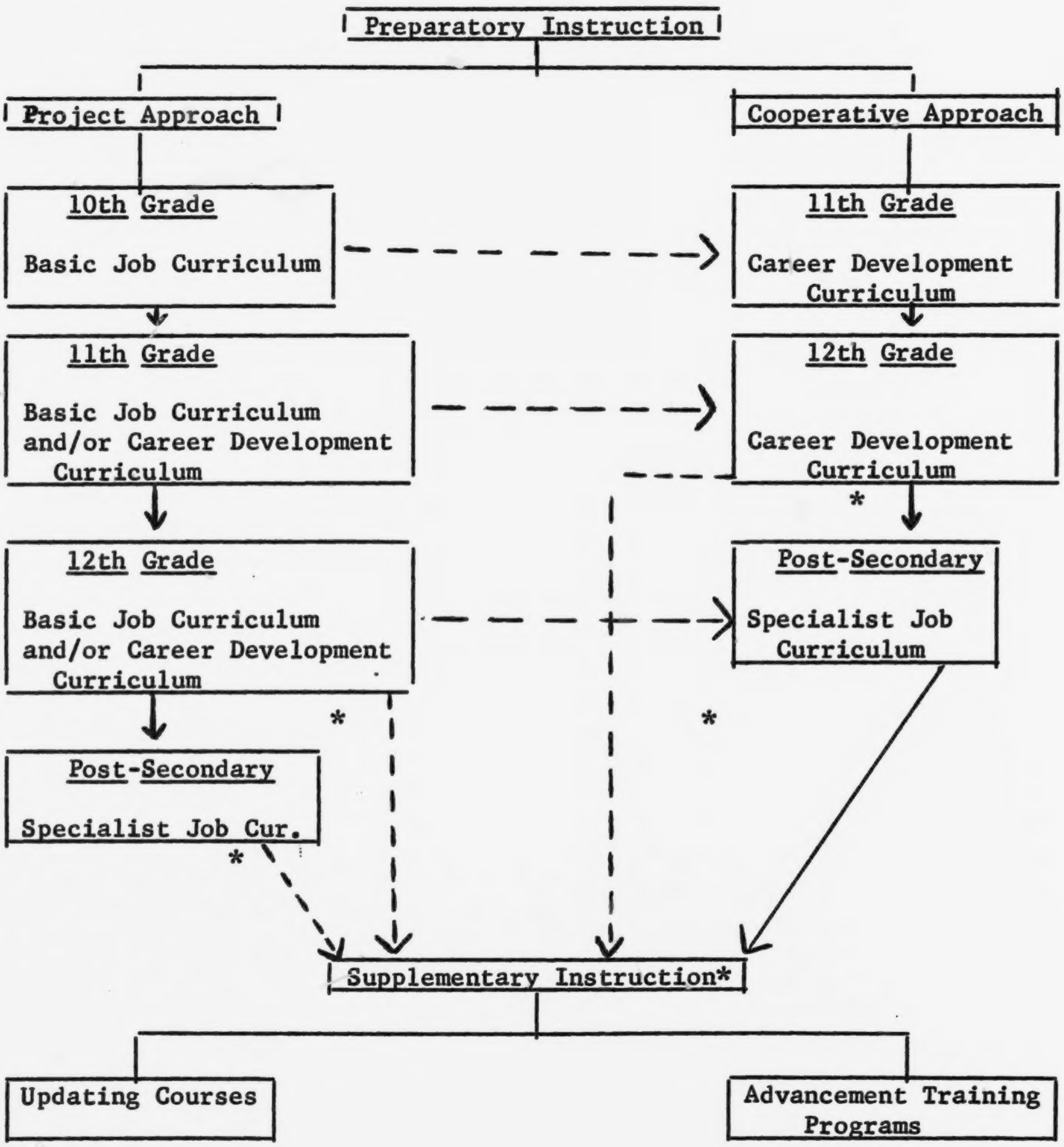
Distributive education encompasses a variety of curricula to fulfill the training requirements for employment that cover a wide range of occupations and levels of responsibility. Project training is a means of implementing the content of curricula in order that more youth can be prepared for the field of marketing and distribution. It is important that distributive education teacher-coordinators have an understanding of this total program concept and the place of projects within this concept if it is to be an effective method of instruction training.

Examples:

1. Historical Background
    - a. Retail sales classes held during early 1900's
    - b. Passage of Smith-Hughes Act, 1917
    - c. Sporadic growth of retail selling programs
    - d. George-Deen Act of 1936 provided federal funds for distributive education
    - e. Growth of cooperative programs in distributive education
    - f. Vocational Act of 1963 enacted which removed restrictions on employment for persons enrolled in distributive education programs

2. Total Program Concept
    - a. Types of Instructional Programs
        - (1) Preparatory
        - (2) Supplementary
    - b. Types of Curriculums
        - (1) Basic job curriculum
        - (2) Career development curriculum
        - (3) Specialist job curriculum
    - c. Types of Approaches
        - (1) Cooperative
        - (2) Project

TOTAL PROGRAM CONCEPT


Preparatory Instruction
Project Approach
Cooperative Approach
10th Grade
Basic Job Curriculum
11th Grade
Career Development Curriculum
11th Grade
Basic Job Curriculum and/or Career Development Curriculum
12th Grade
Career Development Curriculum
*
12th Grade
Basic Job Curriculum and/or Career Development Curriculum
Post-Secondary
Specialist Job Curriculum
*
*
Post-Secondary
Specialist Job Cur.
*
Supplementary Instruction*
Updating Courses
Advancement Training Programs

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*To senior college institution in pursuit of four-year degree or to full-time employment.

________ Direct lines of advancement - - - - - Alternate lines of advancement

C. The essentials of project development for the in-service orientation program should include the development of educational objectives, distributive competencies, and learning levels.

1. Rationale

A basic understanding of the foregoing essentials effectuates an orderly planning and control of learning experiences.

Examples:

1. Educational Objectives

   Clearly defined educational objectives facilitate the planning of learning experiences and the development of evaluation devices.

   a. Cognitive
   b. Affective
   c. Psychomotor

2. Distributive Competencies

   Clearly defined occupational competencies required for distributive employment provide the bases for curricula development in distributive education.

   a. Social skill competency
   b. Basic skill competency
   c. Technological competency
   d. Marketing competency

3. Learning Levels

   Clearly defined levels of learning provide the bases for a planned progression of learning activities from the elementary to the complex.

   a. Facts and information
   b. Process and terminology
   c. Fundamental activities
   d. Basic job activities
   e. Operational level
   f. Management level

D. A step-by-step presentation of a model is necessary.

1. Rationale

A step-by-step presentation of a model project in which the basic essentials of a project are covered is educationally sound. Such a presentation will develop a basic skill and knowledge of project development.

Example:

(Model Project Included for Step-by-Step Presentation)

Cognitive 1.22 (knowledge)

Career Objective:	Buyer for Men's Store
Unit of Instruction:	Merchandising -- Buying (Math for Distribution)
Title of Project:	Supplier's Pricing Policies in the Selection of Men's Shirts

Objectives:

To develop a basic knowledge of wise buying practices as related to price lines and credit terms

To become familiar with basic price terminology used in buying

To develop a basic skill in analyzing selected credit terms and their relationship to buying practices

To further develop a skill in written communications

Nature and Scope:

Compare the pricing policies of three leading shirt manufacturers in order to make a selection of the brand shirt to be stocked.

a. Compare cost prices and suggested retail price quotations on the purchase of two dozen shirts, one gross, and two gross.
b. Compare the credit terms offered by these companies E.O.M., 2/10 net 30, 3/10 R.O.G.

c. Determine retail markup in both percentages and dollars.
d. Compare these price quotations with present price line policy of the store.

Materials, Equipment, and Resources:

Manufacturer's price quotations and terms from Arrow, Van Heusen, and Manhattan shirt manufacturers.

Class notes

Class texts

Assume that your store carries merchandise in the following price lines: ties -- $3.00, $4.00; belts -- $4.95, $6.95; suits -- $59.98, $79.98; slacks -- $18.98, $24.98.

Pre-project Preparation:

Your career goal is to become a buyer of men's shirts. To attain this goal, you must develop competency in the buying function of marketing. As you have learned through your readings and group discussions in class, a buyer must take a number of factors into consideration before a decision to buy can be made. This includes consideration of the following:

a. What to buy
b. How much to buy
c. When to buy
4. Where to buy

In considering the latter question, "where to buy," the buyer must analyze the potential supplier in regards to quality of his merchandise, reputation of the supplier, dependability, delivery policies, services offered, price quotations, and credit terms.

For the purpose of this project, you will be concerned only with the price quotations and terms of the supplier in order to make a buying decision in keeping with the price lines of the store in which you may be working.

Prior to developing this project, you should review your class notes on the buying function. You should also review the chapters cited in the following tests:

RETAIL MERCHANDISING, Wingate and Weiner, Chapter 7, Part C, pp. 204-210.

RETAILING PRINCIPLES AND PRACTICES, Richert, Meyer, Haines; Unit 17, pp. 408-429.

Step-By-Step Description:

1. Review your class notes and text references.
2. Obtain the address of the manufacturers of Arrow, Van Heusen, and Manhattan shirts.
3. Draft a letter to these manufacturers including:
    a. introduction of yourself,
    b. brief statement of the purpose and description of your project,
    c. request information on his cost price and suggested retail price quotations and credit terms for examples cited in Section III, Nature and Scope,
    d. Give your appreciation for his cooperation and close.
4. Analyze the information obtained from the manufacturers.
    a. How do the cost prices of each compare with each other?
    b. How do the suggested retail prices compare with the price lines of other merchandise carried in your store?
    c. Which brand shirt affords the greatest gross margin in percentage terms? in dollars?
    d. How do the credit terms of the three manufacturers compare:
        (1) which offers the greatest discount?
        (2) which is the most reasonable in terms of length of credit period and terms?
5. Which brand shirt would you buy?
6. Prepare a written report using the following format:
    a. statement of problem,
    b. objectives,
    c. facts,
    d. conclusions,
    e. recommendations.

Evaluation:

You should make a continuous self-evaluation of your progress as you complete each step of this project:

1. Have you fully completed each step of the project?

2. Do you have all of the information requested?
3. Have you analyzed the information obtained?
4. Have you completed your final report?
5. Is your report in proper order as described in your assignment?
6. What is your evaluation of this project assignment?
7. Do you feel that you have increased your knowledge for becoming a buyer?
8. What type of project should we plan for your next assignment?

Your evaluation will be followed by a conference with the teacher and an appraisal of your written report.

IV. Implications for Development

There is a concern as to the effectiveness of this type of approach in an orientation program. Will the teacher-coordinators leave with a body of knowledge, ideas, and understandings necessary for an effective initiation and implementation of this type program?

There is concern that this type of in-service teacher education program becomes an on-going continuous process so as to build continuously a broader and deeper understanding of the total program concept and the alternative approaches to program implementation.

Concern is expressed for reaching the total group of persons who will be involved in the implementation of the project approach to program development. This approach must be thoroughly understood and accepted by the professional school staff, supervisory personnel, and the business community for it to be successful.

There is a concern that this type approach and orientation will be of sufficient duration and intensity to enable the teacher-coordinator to develop a basic knowledge and skill in the planning and development of both group and individual projects.

There is a concern regarding the relationship of projects and the cooperative approach to the distributive education program.

It should be understood that the model for the in-service program is to be viewed as a guide to be modified for meeting the needs of diverse situations or circumstances.

V. References

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TOPIC T-2

IN-SERVICE TEACHER EDUCATION

TASK FORCE #2

William Woolf
Kenneth Ertel
James Beima
Ted Best
Oliver Anderson, Leader

I. Summary

Distributive education has matured and is at the threshold of great opportunity for expansion to better serve the needs of the nation. The means now exist by which this expansion can be realized, namely, the project plan. This plan has been shown to be effective under certain conditions in several developmental studies. The information presently known about the project plan should be disseminated quickly and thoroughly within the state to all persons with administrative, supervisory or teacher education responsibility in distributive education. Only in this way will rapid expansion of distributive education be encouraged. It follows then, that a special teacher education effort in use of the project method approach should be initiated now.

In-service education should be a joint effort between state supervisory and teacher education personnel. It should take whatever form holds greatest promise for getting the job done in a particular state A combination of forms will be necessary in every state to insure adequate dissemination of information.

Design of the in-service curriculum should be carefully studied to focus on the needs and desires of the teacher-coordinators as expressed and implied in communications from them. The in-service program will surely fail unless teacher-coordinators are involved in it from the initial planning stage to its completion.

Implementation of the new project programs if they are to be given a reasonable chance for success will require many new instructional materials. Teacher educators, by virtue of their unique capabilities should be the vehicle through which these materials are developed. This will be accomplished in consort with teacher-coordinators and in direct relationship to their needs.

The close working relationship between teacher educators and teacher-coordinators can be used to encourage a healthful transition of teacher-coordinators to a new philosophy of distributive education which embraces the project plan. The professional growth of teacher-coordinators will be enhanced by encouragement from the teacher educators.

II. Key Points

A. We need a special program of in-service teacher education for the project plan in distributive education and we need it now.

B. Every teacher-coordinator should participate in in-service training for the project plan.

C. Content of in-service training programs for the project plan should be oriented to the needs and desires of the teacher-coordinators.

D. Every available means of in-service teacher education should be used for optimum effectiveness.

E. In-service education programs should be tailor-made for each state.

F. In-service training for the project plan should be a joint effort among local and state supervisory and teacher education personnel.

G. Teacher educators should have the responsibility for developing, testing, and disseminating project descriptions and project materials of a general nature.

H. Teacher educators should provide the vehicle for professional development of teacher-coordinators of project plan programs.

III. Development of Key Points

A. We need a special program of in-service teacher education for the project plan in distributive education and we need it now.

The project plan is a new approach to teaching job-oriented competencies. It has potential as a more effective and more efficient method for teaching distributive education. It has not yet been used extensively in the classroom, but research has suggested its opportunities. Informed teacher-coordinators urgently seek information about the program and the curriculum undergirding the project plan.

The Vocational Education Act of 1963 stimulated great demand for a new approach to distributive education. Students urgently seek opportunity for occupational competence. The cooperative plan is not always feasible nor can it be expanded quickly enough to accomodate present needs of students. Therefore, a special program of in-service teacher education in use of projects should be instituted now.

B. Every teacher-coordinator should participate in in-service training for the project plan.

All present and future teacher-coordinators will become involved to some degree in the project plan. Therefore, an understanding of at least the characteristics, advantages, and operational guidelines should be conveyed to every teacher-coordinator.

This involvement of teacher-coordinators in project programs will be in at least one of the following activities.

1. Serving as a consultant to administrators contemplating initiation of a project program.
2. Supervising several distributive education programs in the future, some of which may be project programs.
3. Initiating a project program to augment the cooperative program in the school.
4. Attending workshops designed to improve the total effort in distributive education, including project programs.

C. Content of in-service training programs for the project plan should be oriented to the needs and desires of the teacher-coordinators.

Proven principles for effective in-service teacher education indicates that clearly defined and understood goals and objectives, periodically reviewed, should be based on the needs and desires of the teachers.

A communication channel wherein teachers can define and express their needs is essential. Further, variations in program development among the states, thus far is an indication that information concerning principles and practices of the project plan is essential to stimulating teacher self-analysis of needs.

D. Every available means of in-service teacher education should be used for optimum effectiveness.

Every available means of teacher in-service education should be used in order to insure the best possible orientation of teacher-coordinators. It has been recognized that any one type of in-service training would not meet the needs of any particular state.

A combination of learning for credit, non-credit and or individualized training activities should be selected from the following list.

1. Summer school courses or workshops.
2. Short-term or accelerated courses.
3. Extension credit courses in convenient areas of the state.
4. Late afternoon or Saturday credit courses.
5. Correspondence credit courses.
6. Area, district, or group workshops-- on or off campus.
7. State conferences.
8. "Cluster" meetings for city, county, or other groups that are closely related geographically.
9. Visits to individual teacher-coordinators in local schools.
10. Conferences with individual teacher-coordinators on campuses of institutions of higher education.
11. Printed accounts of successful ways in which the problem has been met.
12. Other written communications such as newsletters, professional journals, news releases, circular letters etc.

E. In-service education programs should be tailor-made for each state.

The pattern for in-service teacher education will vary according to its State Plan and its established policies and procedures. Also the availability of state supervisory and teacher education personnel, the work load of these persons, the number and geographic location of local distributive education programs presently in operation, and the level of professional development of the present teacher coordinators make it necessary for an in-service education program to be tailor-made for each state.

Since each state has different socio-economic conditions it will be necessary to devise unique interdisciplinary or specialized project programs to meet the needs of socio-economically deprived individuals or groups.

F. In-service training for the project plan should be a joint effort among local and state supervisory and teacher education personnel.

Teacher education is by law a responsibility of state supervision. Part of this responsibility is normally delegated to a state college or university, yet the authority remains in the state and the responsibility becomes a shared function.

The nature of the supervisor's role gives opportunity to evaluate competencies, needs, and interests of teachers. Feed back from his evaluation gives direction to teacher education.

A most desirable procedure in teacher education is a regularly scheduled plan of visitations to existing programs for the purposes of upgrading teaching competency of teacher-coordinators and of suggesting resource materials and audio-visual aids that could improve teacher-coordinator efficiency. Teacher educators in this way become aware first-hand of the needs of teacher-coordinators.

The project plan programs are in the developmental stage. The concentrated efforts of both supervision and teacher education are essential for reasonable program inception and development.

G. Teacher educators should have the responsibility for developing, testing, and disseminating project descriptions and project materials of a general nature.

The nature of teacher education activities dictates the desirability of placing responsibility for project materials development with the teacher education staff. Generally the teacher educators have had extensive preparation in understanding the teaching-learning process and in techniques of research and professional writing. Furthermore, they have the following research and development ingredients which may be utilized for materials development.

1. Library and resource files.

2. Resource persons
    a. Faculty representing related disciplines.
    b. Graduate Assistants.
    c. Graduate students in seminar and materials courses.
    d. Cooperative relationships with members of C.D.T.E.

3. Professional relationship with teacher coordinators designed to help them improve their instruction. Teacher coordinators should make suggestions for needed materials, help to develop, evaluate and improve materials and receive help in using materials most effectively. Teacher coordinators with special abilities should be given an opportunity to develop materials in their specialties for distribution to other project plan teachers.

H. Teacher educators should provide the vehicle for professional development of teacher coordinators of project plan programs.

It is necessary that teacher coordinators develop their competencies in project teaching to the highest degree possible. The change of philosophy and procedures necessitated by a change to the project plan may be threatening to the security and self-concept of teacher-coordinators. Teacher educators through visitations incorporating non-directive counseling techniques as well as their providing of operational information will enhance the improvement of attitudes of teacher-coordinators toward their jobs and toward the project plan.

Through encouragement by teacher educators the teacher-coordinators may be expected to improve their performance by attending professional meetings and workshops, supporting professional organizations, enrolling in additional professional and technical courses or contributing to professional literature.

IV. Implications for Development

Trained teachers are needed before programs can be implemented. Therefore, the following actions are recommended:

1. Immediate meetings among state and local supervisory personnel, key teachers, and advisors to plan in-service teacher education programs.

2. Conference by above groups to develop a common in-state philosophy concerning project laboratories.

3. Immediate inclusion in the educational institutions' pre-service teacher education and recruitment programs.

4. Review state plans for needed revisions in either the state plan or program operating procedures. Implement these revisions.

5. Start immediate effort in development of curricular patterns, materials, and projects and gear up to disseminate this information.

6. Schedule and budget time and institutional effort for in-service work oriented to project plan development.

7. Plan and carry out an intensive recruitment program in colleges and universities and in business to obtain more students for the teacher education program. Expand teacher education facilities and personnel as needed.

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TOPIC T-3

EXPERIENCES PROVIDED FOR THE TEACHER-TRAINEE

TASK FORCE #1

Edgar Burke
Joseph Hecht
John Mattingly
Sopholia Parker
Charles Steadman
Raymond A. Dannenberg, Leader

I. Summary

A well-prepared project method distributive education teacher-coordinator should be provided with a well-rounded series of experiences in a sequence of professional teacher education classes, in a balanced program of directed occupational experiences, and in the form of technical content courses related to distribution and marketing. The student teaching experience, work with the Distributive Education Clubs of America (DECA) as well as certain extra-curricular activities are important aspects of the preparation of a project method teacher-coordinator.

The list of experiences which every project method teacher-coordinator should receive in each of the above six categories is almost without limit. It seems readily apparent that the project method teacher-coordinator must be as well prepared as the cooperative method teacher coordinator. It may be decided that the project method teacher-coordinator needs to receive preparation in professional, subject matter occupational experience, and the student teaching area which is superior to that of the cooperative method teacher-coordinator.

Certainly a thorough grounding in project method as well as planning, developing, completing, and evaluating projects in a realistic situation are minimum essentials which the project method teacher-coordinator candidate should receive.

II. Key Points

A. The project method teacher-coordinator candidate should receive a theoretical and practical framework concerning project training in a sequence of professional teacher education classes. Such a framework should be concerned with a thorough study of the project method and developing usable projects and training plans.

B. The project method teacher-coordinator candidate should participate in a directed occupational experience program.

C. The project method teacher-coordinator candidate should have a technical content background in marketing and distribution comparable to that of the cooperative plan teacher-coordinator.

D. The project method teacher-coordinator candidate should complete student teaching with a well-qualified distributive educator, in a school with a well-equipped classroom, and in a situation where the curriculum includes a sequence of distributive education classes.

E. The project method teacher-coordinator candidate should have exposure to and participate in a variety of DECA activities.

F. The project method teacher-coordinator candidate should be exposed to a number of extra-curricular activities.

III. Development of Key Points

A. Professional

The professional sequence of courses must be organized to provide a series of experiences so that the distributive education teacher-coordinator candidate will be able to perform as a competent and informed teacher-coordinator. Many of these experiences will be provided in such courses as Organization and Administration of Distributive Education, Coordination Methods, Teaching Methods, and other professional distributive teacher education classes. Some of the experiences will undoubtedly be provided in the general educational block which most states require of all secondary teachers.

Examples of experiences which should be provided are:

1. Writing a survey paper on project training.
2. Developing projects using an acceptable format.
3. Evaluating and analyzing projects prepared by others.

4. Developing and analyzing course content and textbook evaluation.

5. Use of a variety of teaching methods, i.e., lecture, case problem, role playing, conference method, brainstorming, simulation games, audio-visual, programmed instruction, etc.

6. Developing and working with project method training plans.

7. Working with local, state, and Federal reports and records including the S.I.C. and U.S.O.E. occupational classification systems.

8. Learning general principles of program operation concerning recruiting, selection, promotion, working with advisory committees, conducting community surveys, etc.

9. Acquiring a thorough knowledge of DECA.

10. Conducting a research study concerned with some aspect of marketing and distribution.

11. Acquiring a thorough knowledge of vocational guidance.

12. Observing a project method teacher-coordinator in a live classroom situation.

13. Learning about the professional and business organizations related to distributive education.

B. Occupational Experience

Occupational experience is as important in the preparation of the project method distributive education teacher-coordinator as it is for the cooperative method teacher-coordinator. It is also readily apparent that supervised occupational experience is an essential part of properly preparing a project method teacher-coordinator. During the supervised occupational experience the following should receive emphasis:

1. Psychological and economic aspects of the world of work.

2. Self-understanding concerning strengths, weaknesses, leadership ability, work adjustment, etc.

3. Development of a series of projects related to the place of employment.

4. Use of job analysis, critical incidents technique, and employment tests.

5. The occupational experience should have balance and variety.

C. Technical Content

The technical content or subject matter courses taken by the project method teacher-coordinator should be the same as those taken by the cooperative method teacher-coordinator. Subject matter mastery is considered a most important aspect of the preparation of a project method teacher-coordinator. Subjects such as the following are recommended: salesmanship, retailing, advertising, marketing, marchandise information, display, and other business administration areas. The proper planning, development, and completion of most projects will be dependent upon a well-prepared project method teacher-coordinator--professionally, subject matter from the standpoint of professional preparation, subject matter courses, and occupational experience.

D. Student Teaching

The importance of the student teaching experience in the proper preparation of teachers is generally recognized. The importance of this experience for the project method teacher-coordinator cannot be overemphasized. The selection of the school in which the teacher trainee is to work should be made very carefully. Certainly the supervising distributive education teacher-coordinator should be one who is well prepared; the school should have a properly equipped distributive education classroom and laboratory and the curriculum should allow for a sufficient sequence of distributive education courses.

During the student teaching period the teacher-educator candidate should receive the following experiences:

1. Be encouraged to observe and evaluate the supervising teacher-coordinator.

2. Envision how project teaching should be done.

3. Keep a diary of important activities.

4. Review current curriculum and projects.

5. Observe other disciplines where projects are being used, i.e., home economics, industrial education, physics, agriculture, art, etc.

6. Observe a non-project distributive teacher, a cooperative teacher-coordinator, and an adult teacher.

7. Help develop projects and training plans with a limited number of students.

8. Get reaction of high school students to project method as well as participating merchants' reactions.

9. Work with an advisory committee.

10. Have advisory committee evaluate projects.

11. Experience in teacher-pupil planning.

12. Evaluate students' projects.

13. Be expected to teach using as many teaching methods as possible.

14. Use most of the equipment in the classroom laboratory.

15. Inventory and evaluate the DE books and materials in the school library.

16. Work with school records and reports.

E. DECA

The project method distributive education teacher-coordinator candidate should have an opportunity to participate in as many DECA activities as possible during the preparation period. This would include such things as:

(1) attending local, regional, and national meetings;
(2) involvement in the DECA contests such as judging sales demonstrations and window displays; and
(3) fund raising activities.

Above all, a thorough understanding and appreciation of the importance of DECA to the distributive education program is paramount.

F. Extra-curricular

Certain extra-curricular activities such as conducting field trips, preparing for assembly programs, operating the school store attending school parties and ballgames, and participation in career days are important experiences for the project method distributive education teacher-coordinator candidate. Some of the above could easily be incorporated into student projects.

IV. Implications for Development

The assumption in the foregoing material has been that there will be a sufficient number of state staff people, distributive teacher educators, and project method teacher-coordinators--properly indoctrinated concerning the project method--to carry out the recommendations in this paper. This may not be entirely possible due to a shortage of distributive education personnel and because some state staff personnel, teacher educators as well as teacher-coordinators view the project method with suspicion.

A basic premise with the project method is that the teacher-coordinator will have sufficient time to plan, conduct, and evaluate projects with the students in a laboratory situation. Unless reimbursement is made only to those schools giving the teacher-coordinator time to conduct the program properly, it is readily apparent that many school administrators will not feel the need for such a provision.

In conclusion, it should be said that the project method should be evaluated carefully, state by state, city by city, school by school, and year by year. Based upon these evaluations changes in the project method should be made.

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TOPIC T-3

EXPERIENCES PROVIDED FOR THE TEACHER-TRAINEE

TASK FORCE #2

Duston Scudder	John Chrismer
John Linn	Rocky Hartzler, Leader
Howard Kirk	

I. Summary

The teacher-trainee needs to have experiences that will give him a basis from which to conduct his teacher-coordinator activities. It is recognized that a teacher-coordinator will need the professional educational background afforded regular classroom teachers.

In addition, he will need specific training and experiences in distributive education and a thorough understanding of the content and methods to be used in the project method.

This group believes these needs will best be met by experiences that provide a functional knowledge of education, business, the working world, and inter-personal relations.

II. Key Points

The following key points were developed:

A. Each teacher-trainee must have extensive experiences with audio-visual equipment.

B. Each teacher-trainee must have experience in project method.

C. Each teacher-trainee must have some work experience.

D. Each teacher-trainee should have experiences in counseling and guidance.

E. Each teacher-trainee should have student teaching in a laboratory situation.

F. Each teacher-trainee should have a major in business with special emphasis in marketing.

G. Each teacher-trainee must have a sound philosophy of vocational distributive education.

III. Development of Key Points

A. Each teacher trainee must have extensive experiences with audio-visual equipment.

Project method can and should utilize extensively various forms of audio visual devices. In addition to the experiences which every teacher should have with audio-visual, the project method teacher has tremendous opportunity and need for facility in this area.

1. Where classes are remote from the business community 35mm film slides may be made illustrating many problems which center in the work area.

2. In the development of a project that is to be accomplished by a non-reading or "slower" student, transparencies for use with the overhead projector can enhance the learning experiences.

B. Each teacher-trainee must have experience in project method.

Each teacher-trainee, in preparation for teaching by the project method, should have the experience of preparing projects and of working through a few of them. Without having actually had the experiences of developing and working through various projects, the trainee has no way of evaluating how well he has gauged the time or material requirements of the project or the suitability of the content therein.

1. In the typical vocational methods class, each student should prepare several projects that might form the basis for his project file.

2. Each trainee might be asked to put himself into the role of his future students and test out by actually working through a project, one of his own creations.

C. Work Experience.

Actual work experience aids the teacher in establishing realistic classroom learning situations. This work experience may be acquired either through previous work experiences in the field of distribution or through supervised work experience conducted within the community or within a laboratory situation.

Illustrations:

- Cash register operation
- Writing of sales ticket
- Advertising layout
- Inventory control
- Ordering
- Buying
- Stockkeeping
- Pricing
- Show card production
- Receiving and shipping
- House keeping
- Human relations

D. Counseling and Guidance.

The teacher-coordinator should have experiences in counseling and guidance to enable him to understand the services and materials available through these areas and to give vocational guidance to the project students.

1. As the project students' goals materialize, the teacher-coordinator will be able to guide them in securing appropriate occupational information materials.

2. The project teacher-coordinator will need to develop a working relationship with the counseling and guidance staff in the selection of students.

3. The project teacher-coordinator will need to evaluate the "realism" of the students' goals.

E. Student teaching in a laboratory situation.

The project method appears to require the movement of the business into the classroom. Consequently the merchant is no longer available as an assistant teacher. Therefore, the project coordinator must be competent in the operation of the business equipment in the laboratory.

1. In a unit on receiving merchandise, the ability of the teacher to operate a marking machine would improve and enhance instruction.

2. In a unit on the show card machine, the teacher can make the instruction more efficient if he knows the special advantages of this machine.

F. Each teacher-trainee should have a major in business with special emphasis in marketing.

The teacher-trainee preparing to teach under the project method should have the professional or technical courses in the marketing and distribution area. These would be such courses as

Marketing, Salesmanship, Marketing Research, Advertising, Management and Human Relations. This background provides a broad business understanding and aids the new teacher's confidence.

1. Actually developing and completing a project in the area of Marketing Research.

2. Preparing a layout and preparing a sixty-second radio commercial for the advertising class.

G. Each teacher-trainee must have the experience of developing for himself a personal philosophy of vocational education.

It is assumed that each teacher-trainee will develop an overall philosophy of education through his college experiences. In addition, the project teacher-trainee must understand and appreciate the role of vocational education and in particular distributive education. In so doing, it is imperative that each trainee in this area develop a personal philosophy of vocational education. Although the philosophy may mature or change each trainee must have such a base from which to operate.

Further, the vocational integrity of the project method must be maintained. It is difficult if not impossible to do so without a sound personal philosophy of vocational education.

1. In a unit on cash register operation, it is not necessary to include in the project an extensive history of the cash register or detailed analysis of the mechanism. A sound vocational philosophy will aid the trainee in selecting proper emphasis within each project.

2. In the teaching of retail salesmanship, a vocational philosophy will aid the trainee in emphasizing the vocational rather than the philosophic or academic aspects of the unit.

IV. Implications for Development

In a new method such as the nature of project method, there is great potential for good or bad. The soundness of the local program depends to a great extent on the project coordinator. By the nature of the project method the businessman is further removed from the student's training. The coordinator is more important now than ever.

Therefore, it seems realistic to assume that teacher training institutions will play a more important role in the assuring of vocational preparation of the coordinator.

It would seem more attention should be given teacher training, that more research be instituted pertaining to teacher training outcomes, and that more funds be provided for the accomplishment of these objectives.

It is further suggested that articulation be encouraged between all programs of distributive education and that local coordinators be encouraged to aid in the development of teacher-training programs.

TOPIC T-4

ANCILLARY SERVICES, RESEARCH AND MATERIALS DEVELOPMENT

TASK FORCE #1

Robert Jefferson
Douglas Gordon
Reno Knouse
Harold Moore
Neal E. Vivian, Leader

I. Summary

Two major factors underscore the necessity for a massive thrust in research and materials development in distributive education. These factors are the removal of the employment restriction for enrollment in the program and the need for continuing improvement in the program.

The removal of the employment requirement as a condition for admission to the program permitted the introduction of what has been called "laboratory experiences" in distributive education. Current appraisals for the program indicate areas where substantial improvement is necessary. Research, particularly curriculum research has been identified as an especially crucial area. A long range program of research and materials development is imperative, if necessary changes and improvement of the program are to be accomplished.

It is the purpose of this report to review the challenges facing distributive teacher educators in the areas of research and materials development. Further, the report states certain propositions concerning the role of the teacher educator in the future of research and materials development. These propositions are listed and summarized below.

(1) The decisions concerning what is to be accomplished in research and curriculum development lie primarily in the hands of teacher educators.

(2) It is necessary to accept a framework for curriculum change and the philosophy which it represents. From there, teacher educators can proceed to look at the role of teacher education

in implementing innovations, testing them and accepting those which prove to be sound.

(3) Teacher educators should assume initiative in managing change. The following ways are suggested: research project management, in developing a curriculum philosophy, in establishing curriculum standards and in improving teacher education programs.

II. Key Points

A. Teacher educators control the future of research and materials development.

B. Teacher education must assume a major role in the improvement of distributive education.

C. Special emphasis needs to be given to curriculum research.

D. Teacher education should assume the initiative in managing change.

III. Development of Key Points

A. Teacher educators control the future of research and materials development.

1. Rationale

The decision concerning what is to be accomplished in research and materials development lie primarily in the hands of teacher educators. Publishers and teachers look to this group for direction. Teacher educators must stimulate innovation and change based on research and analysis of current practices in both education and distribution if the over-all program is to move ahead.

Large groups of students who are unable to enroll in the cooperative distributive education program can benefit from other practical courses in this field. Research is needed to determine the course content, the related materials and devices needed, and the teaching methods to be used.

B. Teacher educators must assume a major role in the improvement of distributive education.

1. Rationale

Any program of education can be only as good as the teachers who direct the learning activities. It has been long recognized that the key to a successful distributive education program is the teacher-coordinator. Responsibility for the continued improvement of the program rests with those who prepare the teachers. Further, because of their background of experience and education, the teacher educator is in a unique position to conduct research and developmental activities upon which improvement is predicated.

1. The teacher educator has had a position of leadership and is therefore in a position to carry on in this capacity.

2. Graduate work in teacher education provides a natural setting for developing programs in leadership development.

3. Colleges and universities often provide desirable research facilities.

C. Special emphasis needs to be given to curriculum development.

1. Rationale

Curriculum research in distributive education is just beginning. There is an axiom that asks "Pray, what do you want the student to do after he's seen the last of you?" In the words of Norbert Weiner, people are needed not only with the quality of "know how," but more importantly, the quality of "know what." It is this "know what" by which is determined not only how to accomplish the purposes of teacher education, but what these purposes ought to be. It is readily apparent that we need to move forward into a planned program of curriculum research in which innovation is carefully evaluated, procedures analyzed, and useful strategies for implementing processes are offered. Attention must be focused on several major problems such as:

1. What are the desirable outcomes of our programs? How can they be measured.

2. How can we effectively assist students with varying degrees of learning ability?

3. Is it possible to offer each student the opportunity to learn in ratio to his ability without the frustration of group learning situations?

4. Is involvement in the research process itself an effective way to bring about curriculum change?

5. Who should initiate such a change?

D. Teacher educators should assume initiative in managing change

1. Rationale.

Sound research and evaluation procedures are integral elements of change. Because of their background and the facilities at their disposal, the teacher educators are uniquely qualified to assume the major responsibility for managing research and helping all those connected with the program understand the rationale for change.

It is the task of the teacher educators to assume the lead in innovation and evaluation in education for distribution. Teacher educators can help effect change in the following ways:

1. In research project management.

2. In developing a curriculum philosophy.

3. In establishing curriculum standards.

4. In improving teacher education programs.

Below is a schema of functions which David Clark and Egon G. Guba have proposed as being necessary to a program of planned change in an institution or social process.

SCHEMA OF FUNCTIONS NECESSARY TO A PROGRAM OF PLANNED CHANGE IN AN INSTITUTION OR SOCIAL PROCESS FIELD

	Function	Purpose
RESEARCH	1. Conducting scientific inquiry	1. To advance knowledge.
	2. Investigating educationally oriented problems	2. To advance knowledge about the social process field of education.
	3. Gathering operational and planning data	3. To provide a basis for long range planning.

DEVELOPMENT	4.	Gathering operations and planning data	4. To identify operational problems
	5.	Inventing solutions to operating problems	5. To solve operational problems
	6.	Engineering packages and programs for operational use	6. To operationalize solutions
	7.	Testing and evaluating packages and programs	7. To assess the effectiveness and efficiency of the packages and programs
DIFFUSION	8.	Informing target systems about packages and programs	8. To make potential adopters aware of the existence of packages or programs
	9.	Demonstrating the effectiveness of the packages and programs	9. To convince the adopter of the efficacy of the packages or programs
	10.	Training target systems in the use of the packages and programs	10. To develop a level of user competence with the packages or programs
	11.	Servicing and nurturing installed innovations.	11. To complete the institutionalization of the invention

IV. Implications for Development

Distributive education curricula are in various states of transition from yesterday's practices to tomorrow's expectancies. Perhaps it would be accurate to define all education as a number of systems in transitional states. The student is in transition from childhood to adulthood. His learning abilities are in various stages of maturity and immaturity. His social attitudes and personal characteristics show day-to-day fluctuations as well as progressive developmental states. Adolescents and youth are in a transitional state in terms of their vocational aspirations. It is not unusual, therefore, that Distributive Education curricula should be in a state of transition. Teacher educators must accept the challenges which these transitional situations produce. Through a continued effort in research and materials development, answers will begin to appear.

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TOPIC T-4

ANCILLARY SERVICES, RESEARCH AND MATERIALS DEVELOPMENT

TASK FORCE #2

Bill Cheshire
Robert Luter
Gary Smith
Vera Tisdale
Jerry Levendowski, Leader

I. Summary

The task force committee accepted Dr. Haines' position regarding the development of a balanced teacher education program for Distributive Education. The committee examined the activities that a teacher educator might be expected to conduct in the development of instructional materials, research and services to teachers and school administrators.

The committee feels that it is necessary to examine instructional materials to determine their validity in respect to the changing occupational patterns in the various distributive occupations. Where it is determined that materials must be developed, the teacher educator must assume a leadership role. They should work cooperatively with other agencies including the state departments of education, school districts, and private businesses. They should also explore the possibilities of exchanging materials and ideas on a regional or national basis.

It is suggested that a representative group of teacher educators develop a priority list of research topics and assume responsibilities for the coordination and implementation of research to eliminate unnecessary duplication.

Ancillary services should be conducted with the cooperation of the state departments of education.

If these three activities are to be conducted by the teacher educator consideration must be given to his time, work load, budget, staff, and facilities.

II. Key Points

If distributive teacher educators are to assume a leadership role in the development of distributive education programs organized under the project plan, they will be required to participate in an increasing number of activities related to organizing and conducting this type of occupational education program. The purpose of this committee was to identify some of the activities to engage in relating to the areas of instructional materials, research, and services to teachers and school administrators.

A. Current curriculum materials must be evaluated to determine if their content reflects the changing nature of the field of distribution, and determine what new materials must be developed. The teacher educator must assume a major responsibility for the development of any new materials that will be needed.

B. Research must be conducted to provide teacher educators a scientific base for designing curriculum patterns, instructional materials, and assisting the classroom teachers to select the teaching strategies that will provide the student with the most effective and efficient means to develop those occupational competencies necessary for successful employment.

C. There must be more cooperation with other agencies, such as the state departments of education, research coordinating units, regional laboratories, instructional media centers, school districts to utilize their resources and eliminate unnecessary duplication of effort.

D. More services will be required from teacher educators to assist classroom teachers and school administrators in the development and operation of instructional programs such as in-service workshops, curriculum conferences, and disseminating and interpreting research findings.

E. Teacher educators must assume a greater responsibility in implementing educational innovations in distributive education programs such as new scheduling patterns, multi-media approaches to teaching and other new developments.

III. Development of Key Points

A. Current curriculum materials must be evaluated to determine if their content reflects the changing nature of the field of distribution, and determine what new materials must be developed. The teacher educator must assume a major responsibility for the development of any new materials that will be needed.

Teacher educators must show through example and individually centered research, all of the available sources of written materials which student teachers use in developing projects.

Teaching materials should be developed only after it is known what is expected of the learner in terms of actual behavior.

Written materials should provide for a consistent yardstick for measuring student development. Materials should lead student teachers from the association level of learning, at which he copies or follows on a step-by-step basis, to the concept level where he grasps whole ideas pertinent to the development of projects.

New materials should provide the learner with a means of obtaining immediate knowledge of success or failure.

Written materials should provide a student teacher program with questions for reasoning, evaluation, and creativity, with project ideas that simulate major on-the-job training skills and concepts, with opportunity for the student teacher to develop each project with adequate communication skills, and with sufficient evaluation guides for the learner to show progress or need for further development. (Ely, Vivian K., "The Role of the Teacher Educator in Research and Materials Development," paper prepared for 1967 Seminar in Distributive Education, p. 13.)

The stockpile of written materials available to teacher educators for their programs can come from:

1. Vocational education media centers where both major occupational areas and specific services are provided.

2. Reference libraries for both textbooks, trade journals, and all current trade literature pertinent to every field and phase of marketing and distribution.

3. Resource library of all publishers' price lists and catalogues of printed instructional materials pertinent to every area of marketing and distribution.

4. Programmed instructional courses available for specific sequential learning projects.

5. Source files for pamphlets, brochures, sales training aids, and every available printed device pertinent to areas of marketing and distribution, as well as basic concepts in personal development.

6. Reference files for indexed listings of articles from trade journals, news magazines, and house organs.

7. Published bibliographies for the various subjects and areas pertinent to the basic curriculum.

8. Trade and Marketers' Directories as guides to published reports, journals, editions, and other publications.

9. Current files of newspapers, news and business magazines, monographs and surveys pertinent to marketing and distribution.

B. Research must be conducted to provide teacher educators a scientific base for designing curriculum patterns, instructional materials, and assisting the classroom teachers to select the teaching strategies that will provide the student with the most effective and efficient means to develop those occupational competencies necessary for successful employment.

It is the responsibility of the teacher education institution to provide a program of instruction that develops quality teachers who:

1. Understand the philosophy and concept of project training.

2. Have the knowledge and understanding of the variety of organizational options for project training curriculums and can adapt these to fit the needs of local educational institutions.

3. Can provide a program of instruction not only for those enrolled in regular programs, but for slow learners, the disadvantaged youth, and adults.

4. Has the ability to use instructional materials, resource people, and other aids in the application of effective teaching methods in the learning process.

5. Use the project plan as a means to train the student to acquire those competencies necessary for him to reach his ultimate objective.

6. Develops projects in terms of purpose, objective, and value.

7. Has a criteria for evaluating projects.

8. Has breadth of knowledge in business education, business experience, technical, general, and professional education.

9. Has personal traits, qualities, and leadership ability to be a successful teacher-coordinator.

10. Is aware and knowledgable of current characteristics of distribution.

The change in structure, control, and qualifications of personnel in project learning has implications for the teacher education program. Dr. Peter G. Haines states, "If new knowledge is not generated, then the teacher education program neither contributes to the profession nor enhances its own instructional and service program. If research is not undertaken, then the program must depend entirely upon the efforts of others to provide new knowledge."

As the success of the project training programs are dependent on those who are in control, the teacher-coordinator and the teacher education institution must examine their roles. Within their roles, a more scientific base of operation is essential. Therefore, the following research studies are presented for consideration:

1. Does the project plan and its materials produce learners who can perform in specific occupational areas?

    a. Study the practical utilization of laboratory equipment in the project plan.
    b. Exploration of new and different methods of providing for the technical content of distribution.

2. Study of the organizational and administrative structure of project planned programs in various geographically located areas and at secondary, post-secondary, and adult education levels.

   a. Use of flexible scheduling at the local level in the project plan.

3. Study of methods in determining the extent and nature of students' learning.

   a. How to adapt our courses to different occupational emphases and time requirements, to students with varying backgrounds and goals.
   b. Is it possible to offer each student the opportunity to learn in ratio to his ability without frustration of group learning situations.

4. Study of the utilization of:

   a. Programmed instruction
   b. Audio-visual materials
   c. Studies in marketing and S,E Creative Marketing Projects
   d. Resource people in the community
   e. Business games
   f. Education TV
   g. Micro-teaching
   h. Micro-simulation

5. Determine criteria for evaluating the learning that takes place in the project in relation to students' performance.

   a. Do students master skills rather than the ability to apply skills?

6. Occupational competencies needed in distributive occupations.

   a. Levels
   b. Sequence of developing competencies

7. Study of vocational choices by students

   a. Students' vocational choices in first year of project plan compared to their vocational choices during the second year program.

8. Study competencies needed by teacher-coordinators.

   a. Study of frequency of teacher coordinators renewing their business experience.

b. Study of teacher coordinators continuing studies in relation to operating an effective program.
c. Studies for evaluating the effectiveness of student teaching in relation to project plan.
d. Research regarding the type, quality and length of occupational experiences needed by teachers.
e. Exploration of new and different methods of providing for the technical content of distribution.
f. The initiation of new programs of institutional training.

9. Other areas of research:

   a. Recruitment of potential teacher-coordinators
   b. Developing an effective teacher education program
   c. The in-service program for teachers.

C. There must be more cooperation with other agencies, such as the state departments of education, research coordinating units, regional laboratories, instructional media centers, school districts to utilize their resources and eliminate unnecessary duplication of efforts.

Vocational Education Media Centers

The knowledge explosion which has oftentimes made material obsolete before it is implemented, has brought with it an increasing need for the establishment of education media centers. The federal government has recognized the importance of such centers through the establishment of regional educational laboratories which are concerned with research developments.

Publishing houses cannot be expected to produce all the materials needed in the schools. It is therefore essential that states provide a center which can provide teachers with up-to-date materials.

The time involved in developing materials for use in the classroom severely limits the role of the teacher in developing enough materials for use in the teaching situation. While individual teachers may make contributions to the media center, no single teacher could be expected to produce enough materials to sustain his own classroom situation.

A media center should be devoted to the preparation and reproduction of teaching materials for all of the vocational services. The organization of such a center may follow many patterns, for example:

a. A breakdown by broad occupational fields
b. A breakdown by specific services such as Distributive Education, Agriculture, Home Economics, etc.

For best results a full-time staff member should represent the interest of each vocational service.

A full-time artist should also be employed along with adequate secretarial and technician services. Staff members work within their respective specialties to determine the kinds of teaching materials needed, revise existing data, produce new materials and corresponding visuals.

These centers can also coordinate research, develop patterns for crossing service lines and work with related educational media such as education television.

The scope of the research coordinating units in the states may be broadened to encompass the media centers.

D. More services will be required from teacher educators to assist classroom teachers and school administrators in the development and operation of instructional programs such as in-service workshops, curriculum conferences, and disseminating and interpreting research findings.

In-Service Teaching Training Conferences

The newness of the project method demands that in-service training conferences be held to educate the teachers in the existing distributive education programs. Cooperative program teachers of necessity must be re-educated to those aspects peculiar to project method. Otherwise any attempts in project method will only become either adulterated cooperative programs or traditional lecture type classroom situations in a short period of time.

These programs should be planned by the teacher educator in conjunction with the state supervisory personnel.

These programs may be held using various formats:

1. Regular summer school courses
2. Short courses
3. Extension classes
4. Correspondence courses
5. Workshops
6. State conferences
7. Visits to schools by teacher educators
8. Written reports to teacher-coordinators by teacher educators or other state department personnel
9. Reading lists provided coordinators by teacher educators.

It is imperative that any such in-service programs be on-going in nature. The new knowledges being added to the teacher education processes in the project method demand that the teacher educator keep himself up-to-date on new developments and be responsible for disseminating this information to the coordinators within the state.

These programs must be so structured that they will allow the coordinator to participate in both the planning and evaluating of the program. By maintaining this two-way communication, the teacher educator is assured of more successful programs.

Lucy Crawford in her paper on In-Service Teacher Education given at the National Seminar at Michigan State University in May 1967, cites fifteen areas for achieving an effective in-service education program as set down by Ogletree. These are listed here for use by teacher educators:

1. Must be planned and conducted through the cooperative efforts of state supervisory and teacher education personnel in conjunction with local supervisors.

2. Should have clearly defined and understood objectives that are periodically reexamined. These objectives should be based upon the needs and desires of the teacher coordinators.

3. Should assist teacher-coordinators to understand philosophical concepts concerning distributive education as an integral part of secondary education and in so doing assist them in developing a personal philosophy of distributive education.

4. Should be comprehensive in scope and should include a variety of techniques to meet the need of teacher-coordinators.
5. Should determine through research the problems in distributive education upon which teacher-coordinators desire assistance.
6. Should determine the particular types of service which teacher coordinators feel would be most helpful in dealing with their problems.
7. Should recognize that professional growth can come only from within the individual.
8. Should provide assistance in locating, obtaining and using new teaching materials.
9. Should assist teacher-coordinators in selecting and using the most effective techniques and procedures for attacking their problems.
10. Should be organized so that teacher-coordinators are allowed to and encouraged to try out new things which they learn through the program.
11. Should be flexible, so that it can change its techniques as the need arises.
12. Must be continuously evaluated by all individuals and groups concerned.
13. Should provide fertile ground for leadership qualities to be realized.
14. Should provide and encourage democratic leadership instead of autocratic domination.
15. Should provide the participants with opportunity for relaxation and socialization, which in itself is instrumental to growth.

E. Teacher educators must assume a greater responsibility in implementing educational innovations in distributive education programs such as new scheduling patterns, multi-media approaches to teaching; (new visual aids) and other developments.

Old teaching media, aids and out-of-date teaching materials fail to compete with the increasing variety of up-to-date communication techniques to which students are exposed outside of school. In other words in our truly remarkable age, the task of effective teaching, the production and use of materials and teaching aids become ever more difficult.

With the project plan we must offer realistic and exciting materials and media to replace the interesting world of the co-op student. We must match our materials and media to the student, the curriculum and the project.

Teacher trainees are quick to copy the visual aids used by their teacher educators -- therefore the teacher trainer must use only the most effective of available visual aids.

1. How Can Visual Aids Be Developed or Secured?

There are a number of methods for developing and securing visual aids. A list would include the following:

a. Using student teachers
b. Using graduate classes
c. Commercial aids
d. Professional loan libraries
e. Rental agencies
f. Off-campus D.E. extension classes
g. Student aids
h. Free materials from the business community
i. State or university research coordinating units
j. Borrowing the ideas and aids from other vocational services.

2. What Media Are Available?

Broadcast

Television
Radio

Recorded

Tapes
Records
Videotapes

Projected Materials

16 MM motion picture films
8 MM motion picture films
Single concept film loops
Filmstrips
Overhead transparencies
Opaque projection
Microfilm
Stereographs

Display Materials

Pictures, photographs
Maps, globes
Posters, charts
Diagrams
Bulletin boards
Exhibits
Mock-ups
Models
Dioramas
Objects, specimens
Chalkboards

Programmed Materials	Printed Materials
Programmed texts	Books
Programmed computers	Paperbacks
Programs for teaching machines	Magazines
Programs for electronic learning labs	Pamphlets

Other

Field study
Lab study
Simulation devices
Instructional kits
Business games
Manipulative devices
Dramatization
Demonstrations

3. An Example of Developing Visual Aids to be Used With the Project Plan

The slide projector and the automatic camera:

There are several fine models of the slide projector and the automatic camera on the market. The key to success seems to be the fact that all coordinators should purchase the same general model of slide projector and slide tray, this allows for easy exchange of slide trays.

If the coordinators in one section of the state need a technical presentation they can borrow a complete series in a locked slide tray from across the state. Cardboard storage boxes simplify filing and mailing.

Each storage box comes equipped with a catalog sheet. Each slide can be titled with specific comments to cover the technical data. This allows for identification and easy use.

For technical areas of marketing and merchandising we suggest the coordinator organizing the series, develop a detailed script or tape to accompany the slides. As each new coordinator uses the series he can make improvements and bring the series up to date.

Most coordinators are using the simple automatic camera. This camera is relatively inexpensive and extremely simple to operate. It works well for both outdoor and indoor slides. One suggestion is that the photographer needs to stand close to the subject. For indoor flash

8-10 feet seems to be the meximum distance. Posters can be used to title the various series.

Student teachers can develop promotional series for civic groups, parents, PTA's, and faculty groups.

The development of a slide series is a very fine instructional project for students interested in specific areas. For example, if three girls are interested in fashions, they can decide what slides need to be in a fashion series, how and when to take the slides and as a final step they can organize the slides and write the script.

Costs: Black and white: varies

Color: approximately $2.00 for the roll of film and processing costs another $2.00, therefore, the cost per slide is approximately $ .20.

Why use the slide projector to develop projects? Because students enjoy them, teachers can easily operate them without wasting class time or losing class control. More instructional material can be covered in less time and teaching methods can be varied. They can easily be adapted to fit different teaching situations and slide trays can be exchanged between coordinators.

Two other divisions -- post-secondary and adult education are now using the slide projector enthusiastically. They have discovered that the exchange of visual aids between high school and adult or post-secondary and adult works to the advantage of all parties.

IV. Audio-Visual Aids

Resource Materials -- Educational Media

The following is a list of economical, commercial, institutional, and private sources of materials and media which can be used with the project plan:

All Types Non-Print

EDUCATIONAL MEDIA INDEX, Educational Media Council; New York: McGraw-Hill. Classifies filmstrips, phototapes, flat pictures, phonodiscs, videotapes, slides, transparencies, models, mock-ups, films, kinescopes, charts, maps, programmed materials, cross media kits. 14 volumes by grade levels and subject areas. Last volume is a general index.

Films, Filmstrips

EDUCATORS' GUIDE TO FREE FILMSTRIPS, Randolph, Wisconsin: Educators Progress Service, (Issued Annually).

LANDERS FILM REVIEWS, 4930 Coloseum St., Los Angeles, California, Monthly reviews, film evaluations, (subscription $27. per year).

U.S. GOVERNMENT FILMS FOR PUBLIC EDUCATIONAL USE, U.S. Government Printing Office, Washington, D.C., Catalog $2.75.

Catalogs from producers and distributors of films and filmstrips.

8 MM Cartridge Films

SOURCE DIRECTORY -- EDUCATIONAL SINGLE-CONCEPT FILMS, Technicolor Corp., Box 517, Costa Mesa, California, 3rd. Edition, March 1966, (Free).

Catalogs from producers or distributors of films; Coronet Films, McGraw-Hill, National Film Board of Canada, Encyclopedia Britannica Films, International Communications Foundation, etc.

Recordings

TAPES FOR TEACHING, Georgia State Department of Education, Atlanta, Georgia. Free service to Georgia schools registered for service.

EDUCATORS' GUIDE TO FREE TAPES, SCRIPTS, AND TRANSCRIPTIONS, Randolph, Wisconsin: Educators Progress Service. Issued annually, $5.75.

NATIONAL TAPE RECORDING CATALOG, Washington, D.C.: Department of Audio-visual Instruction, NEA, Catalog $1.50.

SCHWANN LONG-PLAYING RECORD CATALOG, 137 Newbury St., Boston, Massachusetts, (Free).

Transparencies

Calhoun Company, Atlanta, Georgia

Colonial Film and Equipment Company, Atlanta, Georgia

Encyclopedia Brittanica Films, Wilmette, Illinois

Kueffel and Esser Company, Hoboken, New Jersey

McGraw-Hill Book Company, New York, N. Y.

L. L. Ridgeway Enterprises, Inc., P. O. Box 43, Houston, Texas

Robert J. Brady, 337 M Street, Washington, D.C.

Technifax Corporation, 653 Ethel St., Atlanta, Georgia

Thermofax Sales, Inc., Plaster Ave., Atlanta, Georgia

Tweedy Transparencies, 321 Central Ave., Newark, New Jersey

2 x 2 Slides

WHERE TO BUY 2 X 2 SLIDES, A Subject Directory, The Enoch Pratt Free Library, Baltimore, Maryland, (10 cents).

Stereo Reels

Sawyers' Inc., Progress, Oregon

True-Vue Company, Beaverton, Oregon

Instructional Kits

International Communications Foundation, 870 Monterrey Pass Rd., Monterrey Park, California. (History, geography kits)

United States Steel, Fairfield, Alabama. ("How Steel is Made")

Bell Telephone Company. (Telephone kits)

Map Transparencies

Denoyer Geppert Company, 5235 Ravenswood Ave., Chicago, Illinois

A. J. Nystrom Company, 3333 Elston, Chicago, Illinois

Pictures

LEARNING FROM PICTURES, Catherine M. Williams, Department of Audio-Visual Instruction, NEA, Washington, D.C., 1963.

SOURCES OF FREE AND INEXPENSIVE PICTURES, Bruce Miller, Box 369, Riverside, California

FREE AND INEXPENSIVE LEARNING MATERIALS, George Peabody College for Teachers, Nashville, Tennessee

Programmed Materials

PROGRAMS '63, New York: The Center for Programmed Instruction, 1963, U.S. Government Prining Office, $2.50

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TOPIC T-5

RESOURCES NEEDED BY THE TEACHER EDUCATION INSTITUTION

TASK FORCE #1

Lucille Wright	Ralph Rush
Dennis Tiger	E. Edward Harris, Leader
William Durham	

I. Summary

The administrative staff of the teacher education institution must make a substantial commitment if they desire to make a significant contribution to distributive education. The nature and extent of the commitment will depend upon the manner in which the institution perceives its role in distributive education. The teacher education institution should be willing to make a major contribution in one or more of the following areas: teacher education, service, and research and development.

Once the role of the institution is crystalized a systematic plan should be developed to accomplish the determined task. The resources of the institution should be utilized to establish an instructional materials center; develop, utilize and evaluate appropriate teaching equipment and media to facilitate pre-service and in-serivce teacher education; provide an adequate staff to fulfill the teacher education, the service and the research and development commitment; provide liberal professional growth policies; develop adequate professionalized distributive occupational competencies and provide potential teachers with realistic occupational experiences; and provide an adequate budget designated for and administered by the head distributive educator.

II. Key Points

A. The teacher-education institution must establish or have a working relationship with a state and/or a multi-state level to retrieve, store, catalogue, develop and disseminate appropriate instructional materials. These centers should affiliate with a regional materials center.

B. Appropriate teaching equipment and media must be effectively utilized to facilitate the pre-service and in-service preparation of teachers. Furthermore, the teacher education personnel should constantly seek out and evaluate new procedures, techniques, and media to determine their most effective use in the distributive education field.

C. Staff should be of sufficient size to enable involvement in the many activities in training distributive education teacher coordinators.

D. The administrative policies should be such as to permit the teacher-educator to participate in those co-curricular and professional activities related to distributive education.

E. Effective relationships with spokesmen for business must be developed and maintained.

F. Occupational competencies in the field of distribution must be identified to insure that instruction is planned to prepare individuals for gainful employment.

G. Distributive teacher-education institutions shall possess adequate professionalized distributive educational facilities to provide realistic instructional environment.

H. Every consideration should be given to establishing a separate budget for distributive education to function as an entity within its department.

III. Development of Key Points

A. The teacher-education institution must establish or have a working relationship with a state and/or a multi-state level to retrieve, store, catalogue, develop and disseminate appropriate instructional materials. These centers should be affiliated with a regional materials center.

1. Rationale

Materials utilized by distributive education teachers are a vital part of the total program. Distributive education instructional materials must be skillfully developed to provide the professional teacher with the aid which will help him to prepare people for the dynamic field of distribution. The materials should accurately provide the teacher with the assistance he needs in providing students with needed competencies in his chosen occupation. The developed materials should reflect a careful study of the nature of learning and a thorough investigation of the curriculum. These instructional materials must not only be of high quality but also be readily available through materials centers on a state and/or a regional level. These centers should provide for a coordination of efforts on the local and state level to eliminate undue duplication of efforts and provide a central point for retrieving, storing, cataloguing and disseminating instructional materials.

Examples:

1. Bibliographies, curriculum guides, program of study, projects, and learning activities should be distributed within the state on a free or nominal cost basis.
2. Distributive materials distributed on a cost plus basis to agencies outside of the state.
3. Loan various types of films, tapes, and other audio, visual and audio-visual aids.
4. Center financed with state funds on a contractual basis.
5. The regional centers would then serve as depositories for selected materials from states and develop publications of regional or national interest.

B. Appropriate teaching equipment and media must be effectively used to facilitate the pre-service and in-service preparation of teachers. Furthermore, the teacher education personnel should constantly seek out and evaluate new procedures, techniques, and media to determine their most effective use in the distributive education field.

1. Rationale

The effectiveness of a teacher is enhanced by the careful selection and effective utilization of the many aids at his command. The teacher who has been effectively prepared to use a wide assortment of procedures, methods and aids certainly is ideally suited for teaching distributive education. The teacher educator must not not only use existing teaching equipment and media which have proved to be effective in instruction, but also experiment with new procedures, techniques and media. The research in determining new applications must be extended to the educational community.

Examples:

1. A wide variety of equipment, media and techniques utilized by the teacher educator in the actual preparation of teachers.
2. Realistic distributive education laboratories are an integral part of the teacher-education program.
3. The teacher-education installation should work closely with local schools in setting-up demonstration, research, and other applications and evaluation programs to determine the true potential of new procedures, teaching, and media in the distributive education program.

C. Staff should be of sufficient size to enable involvement in the many activities in training distributive education teacher coordinators.

1. Rationale

The complexities of the teacher educator function deem it necessary and indeed imperative that the role not be considered to be complete in one person. The effectiveness of the total distributive teacher education program is directly related to the allocation of human resources.

Examples:

1. Curriculum specialists
    Specialized fields of study.
2. Creative developments
    Art, Display, Show Card, Figure.
3. Curriculum through other departments
    D E Related Courses
    Other Schools or Departments
    Professional Courses

4. Occupational experience opportunity.
5. Teacher placement.
6. Teacher recruitment.
7. Develop and supervise teacher education centers or internship locations.
8. Research
9. Graduate studies and advising of advanced degree candidates.

D. The administrative policies should be such as to permit the teacher-educator to participate in those co-curricular and professional activities related to Distributive Education.

1. Rationale

The teacher educator has a unique need to participate actively in vocational education professional organizations if he is to continue to grow in his profession. This need is particularly acute as new legislation and programs are being implemented which have major implications for distributive education.

Examples:

1. Attendance at national programs are vital to distributive education.
2. Time allocation for work commitments in professional associations: CDTE, AVA, DECA.

E. Effective relationships with spokesmen for business must be developed and maintained.

1. Rationale

To insure the cooperation of business the distributive education program must be understood and supported by business spokesmen. If spokesmen take active leadership role in the total development of distributive education it is reasonable to assume that products of the program will be acceptable.

Examples:

1. Advisory committees are highly effective in the development of distributive education programs.

2. Advisory committees should be used to develop realistic instructional materials.

3. Business representatives are a source of professionally developed materials that can be provided for educational use on a loan or other mutually acceptable basis.

F. Occupational competencies in the field of distribution must be identified to insure instruction is planned to prepare individuals for gainful employment.

1. Rationale

Instruction designed to prepare individuals for gainful employment according to their occupational objectives should meet standards which assure sound and quality instruction. Preparatory instruction must provide up-to-date knowledge and skills required for successful job performance in specific occupational fields. (K. Brown 1967)

Examples:

1. To prepare instructional materials needed to develop competencies essential for success in the field of distribution. It is essential that competencies required in that area be identified.

2. Continued use of advisory committees of various types are essential to the accurate analysis of the requirements of business.

G. Distributive teacher education institutions shall possess adequate professionalized distributive education facilities to provide realistic instructional environment.

1. Rationale

Distributive education facilities are vital for effective and efficient functioning of all distributive education personnel. These facilities not only include on-campus physical facilities but the resources of the business community. Access to these facilities and their use by teacher educators is increasingly important today because of the need to train teachers for the field of distribution. The increased complexity of the distributive teacher education duties makes it imperative that they learn to use these facilities to develop student employment competencies.

Examples:

1. The distributive education department should include such physical facilities as the adequately equipped classroom area, laboratory, workshop-storage area, distributive education library, teacher educator's office, display windows, and a conference room.

2. Community resources offer the distributive teacher education institution an opportunity to provide occupational preparation for teacher coordinators by providing work stations, field trips, and guest speakers to enrich the program of instruction.

H. Every consideration should be given to establishing a separate budget for the distributive education department.

1. Rationale

A separate and adequate budget is necessary to furnish and equip a distributive education facility. Travel and supply costs will certainly be greater than in previous periods because of the anticipated increase in in-service training programs. The economy of the operation dictates that all funds appropriated by the state department of education for use in Distributive Education be administered by the head distributive educator.

Examples:

1. Travel funds will normally be greater than those for staff members in many other departments.

2. Duplicating costs are usually greater for the distributive education program than other disciplines.

3. Postage requirements will vary according to the materials developed and the scope of the program.

4. A number of expenses are common to this program of instruction which are not normally expected in other disciplines.

5. Trust funds should be established with routine audit procedures through the business department of the institution and administered by the head teacher educator.

IV. Implications of Task Force Report

School and community resources should be used in such a way as to embody real life situations. This is a concept of education for life today rather than preparation for life in the future. The purpose of training project must be looked upon as an application of learning as well as a means for learning. A good program will provide opportunities for practice in the various aspects of business necessary for the students success. This includes selection and planning, implementing and conducting the project, recording data, preparing reports, evaluating results, interpreting experimental results, and making use of them in real or simulated distributive occupational experiences. These programs must provide an opportunity for the student to learn skills and make varying degrees of decisions.

From the applications of these decision making skills students are then able to transfer the learning from the education for life today to the life of the future through which they will transverse.

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TOPIC T-5

RESOURCES NEEDED BY THE TEACHER-TRAINING INSTITUTION

Task Force #2

Richard Ashmun
Calvin Lowe
William Runge
Garland Wiggs
C. Edwin Pearson, Leader

I. Summary

The committee considered the problem of what would be needed for the establishment and operation of a comprehensive resources center for distributive teacher education. Such a center should meet all of the basic functions related to teacher education and include (1) teaching, (2) research and (3) service to the state. The resources and facilities deemed necessary fall into the following categories:

--Curriculum
--Physical facilities (on and off-campus)
--Personnel and staff
--Budgeting of funds
--Time

The committee gave special attention to the need for the preparation of teachers who would be managing the project or preparatory classes in schools but found it difficult to separate these specific resource needs from the total picture. Resources in teacher education for project work are also essential in most other aspects of teacher education activities.

The committee based the report on some assumptions and selected eight key points for development. These key points are stated in the form of basic principles or something that "should be." A rationale or reasons to support the statement of principle are briefly listed. Examples are given where appropriate to furthur explain the key point.

The committee found that a model for comprehensive distributive teacher education resources program was helpful in depicting the total operation. A suggested scheme for a physical layout is illustrated. A number of implications for what should be done to develop such a program complete this report.

II. Key Points

A. The teacher education program should include a model distributive education demonstration classroom-laboratory.

B. The teacher education program should include a comprehensive distributive education instructional materials center.

C. A teacher education program should provide for continuing research and development.

D. A teacher education program should provide for off-campus student teaching and business experiences for its pre-service and in-service teacher-coordinators.

E. A teacher education program should provide for consultants for specific project development.

F. A teacher education program should provide for increased emphasis on adequate content preparation in the distributive area disciplines.

G. A teacher education program should provide for adequate budgeting to allow for the implementation of the distributive teacher education function in the state.

H. There should be sufficient time in the teacher-trainer's schedule and program to carry out the various functions and activities necessary for an effective teacher-training program.

Resources Needed by the Teacher-Training Institution

Assumptions made by the task committee for the Model of Total Resources for a Complete Distributive Teacher Education Program:

A. The teacher education program should have a model classroom laboratory facility in order to show and demonstrate the best teaching techniques available for marketing and classes in distribution.

B. This facility should be extensively used in the preparation and in-service teaching of all secondary, post-high school and adult instructors.

C. *Resources and facilities for distributive teacher education must fit the institutional organizational pattern and may be placed in the College of Education, Business, or some joint arrangement.*

D. Resources and facilities should be planned to include and implement all functions performed such as (a) teaching, (b) research and (c) service to the state.

E. Good laboratory classroom facilities are more needed now than ever before with the initiation of many new secondary preparatory distributive education classes based on the project approach.

F. It is difficult to describe a teacher education facility and resources just for the preparation of project class teachers. The use of the same resources and facilities are needed for the preparation and improvement of all kinds of teachers and administrators.

G. *A total state plan should be developed for the teacher education resources and facilities needed and centers established and functions defined if more than one such program is necessary.*

III. *Development of Key Points*

A. A model distributive education classroom-laboratory should be provided for demonstration and teaching purposes.

Local school administrators, teachers and coordinators need to see, work with, and evaluate model or ideal classroom facilities and equipment. From such experience public school facilities may be designed.

It is even more necessary for teachers using the project or in-school laboratory-type approach in distributive education to work in a model facility.

Examples of teacher-training facilities:

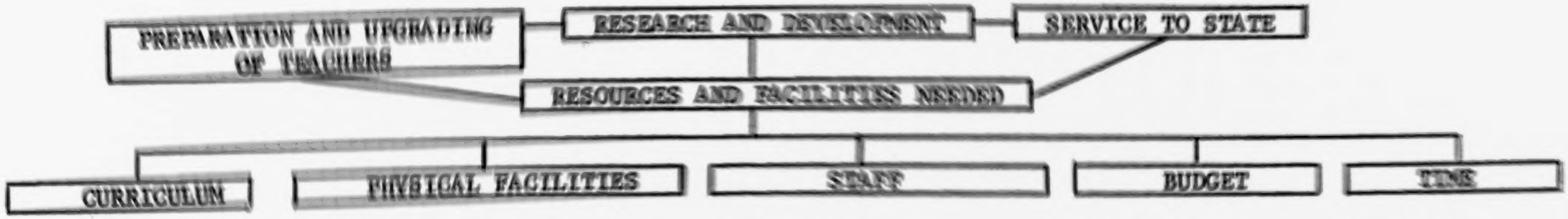
1. Joint with other departments, such as department of marketing, business education, or vocational home economics.

2. Comprehensive to provide the three functions of teaching, research, and service.

Resources Needed by the Teacher-Training Institution

MODEL OF TOTAL RESOURCES NEEDED FOR A COMPLETE DISTRIBUTIVE TEACHER-EDUCATION PROGRAM

Functions


PREPARATION AND UPGRADING OF TEACHERS
RESEARCH AND DEVELOPMENT
SERVICE TO STATE
RESOURCES AND FACILITIES NEEDED

CURRICULUM

Undergraduate:

- Certification
  - Technical
  - Professional
  - General

Graduate:

- Master's
- Specialist
- Ed. D.
- Ph. D.
- Post Doctoral

Special:

- In-service
- Extension
- Workshops
- Seminars
- Institutes

PHYSICAL FACILITIES

On-Campus:

- Classroom laboratory (equipment & supplies)
- Instructional materials center
- Library
- Production, storage, distribution
- Research (data processing)
- Business administration classrooms-technical
- General classrooms

Off-Campus:

- Student teaching environment
- Occupational experience environment
- Facilities for extension, workshops, seminars, institutes

STAFF

On-Campus:

- Administrators
- Teachers - professional & technical
- Itinerant inst.
- Consultants
- Graduate assistants
- Curriculum spec.
- Researchers
- Secretaries
- Shipping clerk
- Clerical assist.

Off-Campus:

- Cooperating teachers
- Business training sponsors
- Project consultants
- Advisory committee
- Coordinators

BUDGET

Sources:

- Government -
  - Local
  - State
  - Federal
- Business
- Foundations
- Fees-tuition
- University or college
- Gifts and donations
- Publication of materials
- Others

TIME

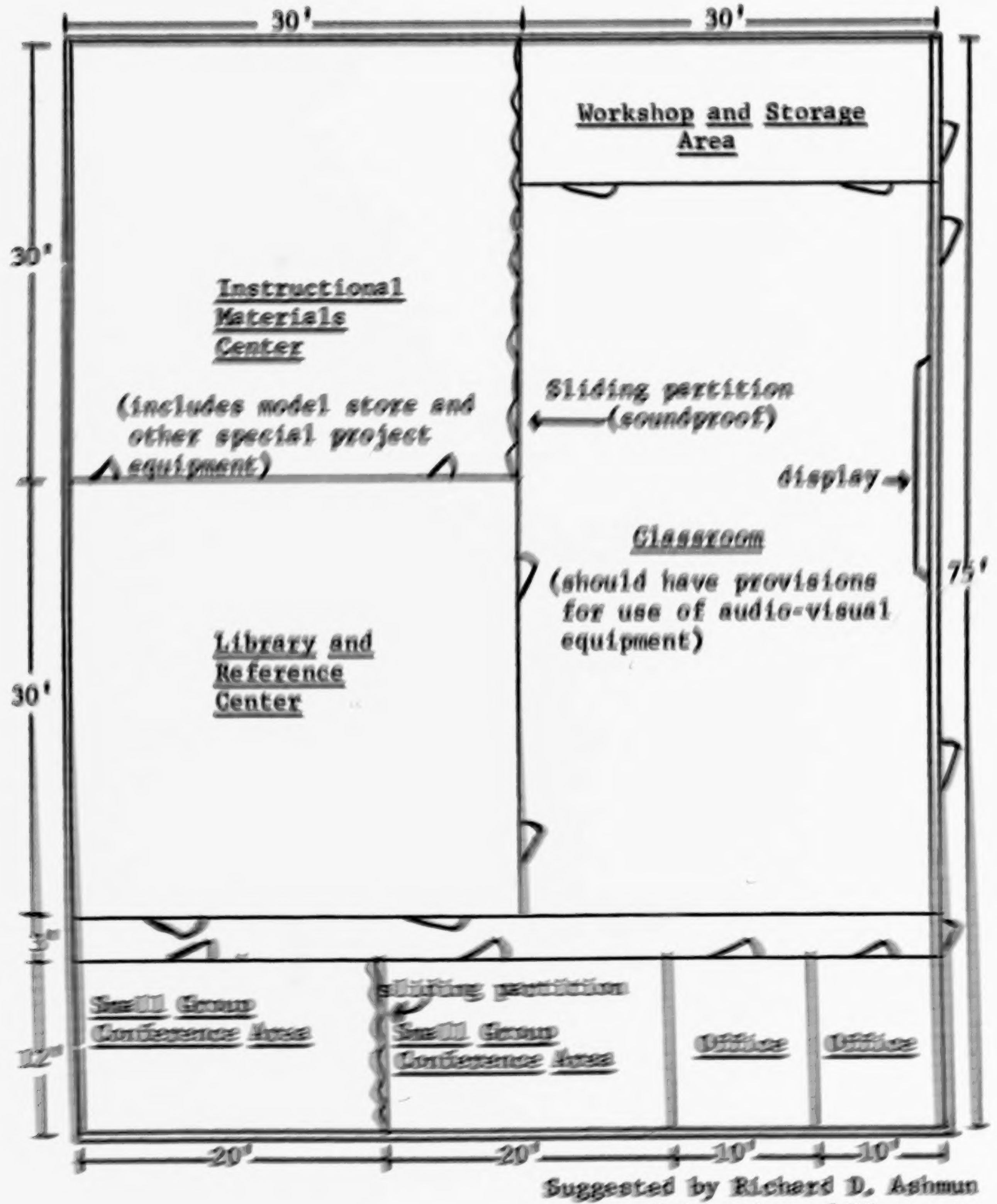
Sources:

- Regular school year
- Extended year
- Saturday and Sunday
- Evenings
- Pre-session
- Inter-session
- Post-session
- Emergency calls

Prepared by:

Professors: Richard Ashmun
Calvin Lowe
William Runge
Garland Wiggs
(Gp. Leader) C. Edwin Pearson
at Arizona State University
May 21-26, 1967

SKELETAL LAYOUT OF "IDEAL" OR "COMPREHENSIVE" DISTRIBUTIVE TEACHER EDUCATION CLASSROOM


30'
30'
Workshop and Storage Area
30'
Instructional Materials Center
(includes model store and other special project equipment)
Sliding partition (soundproof)
display
Classroom
(should have provisions for use of audio-visual equipment)
75'
30'
Library and Reference Center
3'
12'
Small Group Conference Area
sliding partition
Small Group Conference Area
Office
Office
20'
20'
10'
10'

Suggested by Richard D. Ashmun
University of Minnesota

3. The facility should provide for the laboratory, teacher educator offices and adequate storage space.

B. The teacher education program should include a comprehensive distributive education instructional materials center.

With the increased numbers of D.E. programs using the project plan, there will be an ever-increasing need for current, up-to-date instructional materials for the preparatory instruction programs in secondary and post-high school programs. The teacher education program should provide for writing, production, and distribution of such materials for the D.E. programs in the State.

Instruction through use of the project method requires realistic learning in the simulated laboratory situation. Such simulation that is realistic can some only through adequate instructional materials prepared for the young learner and appropriate to his career objective.

The instructional materials center should be equipped with modern duplication and production tools, trained staff, including artists, creative writers and occupational specialists (on consultant basis), as well as storage and distribution facilities.

C. The distributive teacher education program should provide resources and facilities for continuing research and development activities.

The teacher education function of research and development should be carried on in a state where personnel, researchers, climate, libraries, data processing equipment and other resources are readily available. The teacher education institution may be the best location for this research and development function. Such activities should be coordinated with other distributive education functions of the teacher-training institution.

Examples:

Total plans should include persons trained in research and design, project funding, library facilities, data processing equipment or facilities, etc. Another task force is working on details of this area.

D. The distributive teacher education program should provide off-campus student teaching and distributive occupational experiences.

Two very essential resources needed in the preparation of teachers and coordinators, as well as administrators are good student teaching stations and outlets to provide distributive occupational experience.

Beginning teachers must observe and have experiences in the very best operating program available. They also tend to follow and imitate what they see cooperating teachers, and supervising teachers do.

Some beginning teachers, especially those who will be working with project plan classes, will need additional merchandising and marketing occupational experiences. These should be available under strong supervision of the teacher-training institution.

Examples:

Cooperative arrangements for student teaching and local occupational experiences have been worked out in many institutions. Handbooks and policy bulletins are available.

E. Consultants should be utilized by the teacher-training institution for project development, curriculum development, etc., as well as the institution supplying consultants for other teacher-training institutions and agencies, such as schools, within the state.

Rationale #1

There will be an increasing need for consultants at all levels. Assistance will be needed by the teacher-training institution to determine curriculum and specialized kinds of projects, carry out research, develop materials, set up workshops and institutes, organize special seminars, etc. More and more demands will be made on the time and talents of the teacher-educator, and budget restrictions often prohibit adding additional full-time or part-time personnel. Therefore it seems reasonable to assume that consultative assistance must be sought from within or outside the institution. It is important that proper renumeration be paid for these activities.

Examples:

1. Businessmen to assist in developing special projects or in recommending project materials and equipment.
2. Businessmen and others to serve in an evaluation capacity.
3. Other staff members to assist wherever projects are evolved dealing with more than one vocational service.
4. Personnel in related areas such as economics, psychology, industrial relations, sociology, marketing, anthropology, etc.
5. Research specialists well-grounded in statistical techniques.
6. Curriculum specialists from distributive education, as well as from outside the field.
7. Advisory committee members who are familiar with trends and developments at the local, state and national levels.
8. Distributive education personnel from outside the state who have, or are developing effective procedures.
9. Others

Rationale #2

It will also become increasingly necessary for the teacher-training staff to offer assistance as consultants to local schools, the State Department, other vocational services, and other states. Local teachers will especially need this kind of help periodically. The tendency has been to offer assistance sporadically at no cost to the requesting agencies. This help may also serve as excellent feedback to use in evaluating and changing the teacher-education program. Because of the increased demands on the teacher-trainer's time and talents, a fee should be charged for these services. This often has an impact on whether or not suggested changes will actually be made and also makes the teacher-trainer more willing to supply his services. It is assumed the teacher-trainer is the most qualified person to offer this type of assistance.

Examples:

1. Consultant on curriculum development and changes
2. Consultant on facilities and equipment
3. Consultant to evaluate teacher effectiveness and program effectiveness
4. Consultant to other vocational services
5. Consultant to the State Department
6. Consultant to other institutions within and outside the state.
7. Others

F. A teacher education program should provide for increased emphasis on adequate content preparation in the marketing and distribution areas for pre-service and in-service distributive education teacher-coordinators.

The field of distribution is in a state of constant change. More and more entry-level jobs are being replaced by cybernatics requiring even greater levels of knowledge of the discipline of marketing and business administration.

Teachers must have adequate content preparation in order to keep abreast of these rapid changes in their field.

G. The distributive teacher education program should have adequate funding to allow for the implementation of its functions of instruction, research and services to the State.

The project plan as an additional method of teaching distributive education places increased demands on the teacher educator and his program to provide realistic experiences for the teachers in training. More teachers will need to be trained; more space will be required for model classrooms; material centers, libraries and offices for additional faculty. Additional instructional materials and supplies will be necessary; additional student teachers will have to be supervised; additional in-service training will need to be provided. All these latter activities will require additional funds for state-wide travel.

H. There should be sufficient time in the teacher-trainer's schedule and program to carry out the various functions and activities necessary for an effective teacher-training program.

As distributive education programs increase in number and broaden in terms of offerings, there will have to be a more definite and efficient breakdown of time allotments. It may be necessary to develop programs and plans to work of one year or more in length. Perhaps it will be necessary to plan time allotments over a five or ten year period of time. This means not only the time allotment of the teacher-trainer, but other staff as well. It is also true that institutions are growing in offerings and enrollments which require more time to be spent with general commitments to the college or university on a general basis.

Examples:

1. Time for teaching of regular classes

2. Time for research and advising at all levels
3. Time for on-campus and off-campus activities
4. Time for consultative activities
5. Time for project development
6. Time for staff meetings and committee work
7. Time for writing
8. Time for planning and development
9. Others

IV. Implications for Development

Unquestionably, one of the greatest needs in distributive education today is for qualified teachers. The project method has brought into focus the urgency of the problem and emphasizes the dearth of distributive education classroom teachers and coordinators generally and teacher educators prepared to offer training in the project method specifically.

The project method is called upon to provide comprehensive instruction in marketing and merchandising subjects designed to qualify students for work in distributive occupations. Such instruction places greater stress on student involvement in simulated work experiences under laboratory conditions. Therefore, the laboratory must be equipped to provide students with realistic and practical experiences which are recognized by prospective employers as meeting their needs.

For teachers to be adequately trained to meet the needs of their students they themselves must be provided laboratory experiences. These experiences should familiarize the prospective D.E. teacher with the equipment and other resources he will be called upon to use in his own classroom as a teacher utilizing the project method of instruction. Since the prospective teacher will emmulate many of the techniques he learned at the teacher training institution, it is essential that the experiences be the best laboratory or project approach experiences possible.

Eugene C. Dorr, State Supervisor in Arizona, sums up the teacher education program when he says: "Alternate ways of financing a teacher education program must be explored -- 'shared cost -- prorated when several states are involved', '100% funding -- for special projects', 'Escalator clauses -- to pioneer -- expanded fronts', 'School districts -- share costs of in-service', 'A trade association share in funding special material development --.'" (Dorr -- 1967, pp. 3-4)

V. Implications and Recommendations from Total Report

Most teacher education has been developed upon the basis of what "has been" rather than upon what "will be." With the rapid changes taking place in the field of distribution today it is no longer possible to base teaching on this philosophy. Teacher education must be geared for this constant change in the distributive occupations.

Implications	Recommendations
1. Most teacher education total institutional resources facilities are inadequate and have been developed on a piece-meal basis.	1. A longer-range, more comprehensive plan should be developed by teacher education institutions.
2. Resource centers to prepare teachers using in-school laboratories and the project approach are very limited over the country.	2. Specific plans for a total resource center including a model laboratory should be developed by the USOE and each state.
3. Funding usually has been on a minimal basis for the development of teacher education resources.	3. Federal and State funds should be earmarked and used to build several model teacher education resource centers which will implement the basic functions of (1) teaching, (2) research, (3) service. Special attention should be given to project laboratory teaching.
4. The teacher educator's time is too often directed toward activities which often have little bearing on the necessary goals.	4. A plan for suggested time allotments should be carefully studied to determine what proportion of time should be devoted to each of the three functions.

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